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AUTHOR Alfano, Kathleen; And Others

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ABSTRACT

In 1989-90, a study was conducted of the activities that the California community colleges funded with monies set aside as mandated by Assembly Bill (AB) 1725 for faculty and staff development. The purpose of the study was to develop accountability procedures for monitoring the faculty and staff development fund for community colleges. The study involved a review of the literature on faculty and staff development, analyses of college documents, visits to 10 campuses, a statewide survey, and meetings with several constituent groups. Study findings included the following: (1) the colleges surveyed used the AB 1725 funds to expand existing programs, conduct needs assessments, and distribute professional development funds to large numbers of staff members; (2) the strongest features of the expanded activities were organized staff development programs (for faculty, classified, and administrative personnel on each campus), new procedures for allocating funds, and newly emergent leadership; and (3) the weakest features were difficulty in linking institutional, constituent group, and individual needs and priorities and minimal attention to assessing tangible local outcomes. Based on study findings, nine recommendations were developed concerning delineating responsibilities, linking local needs with authorized uses and allocations, evaluating efforts, maintaining a database of staff development models and resources, training the coordinators, revising the funding formula, relating staff development to student learning, conducting follow-up studies, and revising the authorized uses of AB 1725 funds. The survey instrument and interview schedule are appended. (JMC)

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THE EVALUATION OF THE EFFECT OF AB 1725 ON STATEWIDE FACULTY AND STAFF DEVELOPMENT

A REPORT PRODUCED UNDER CONTRACT WITH THE CALIFORNIA CHANCELLOR'S OFFICE BY A JOINT TEAM FROM THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT AND THE UCLA COMMUNITY COLLEGE STUDIES PROGRAM

SUBMITTED: JULY 3, 1990

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PROJECT TEAM:

KATHLEEN ALFANO, MOORPARK COLLEGE
FLORENCE BRAWER, UCLA
ARTHUR COHEN, UCLA
LESLIE KOLTAI, UCLA

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THE EVALUATION OF THE EFFECT OF AB 1725 ON STATEWIDE FACULTY AND STAFF DEVELOPMENT

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EXECUTIVE SUMMARY

This is a report of a year-long study of the activities that the California community colleges conducted using AB 1725 Faculty and Staff Development Funds in 1989-90. The project staff reviewed the literature regarding staff development nationwide, analyzed college documents, visited ten campuses, conducted a statewide survey, and met with several constituent groups in regional and statewide meetings.

Although faculty and staff development has been conducted in community colleges for many years, it has rarely been organized and funded on a statewide basis. Evaluation of outcomes is indistinct and the concepts surrounding institutional, constituent group, and individual priorities are not well formed.

The California community colleges were granted an opportunity to reorganize their faculty and staff development programs and to fund them at least in part with funds especially appropriated for that purpose. Findings of the statewide study were that the colleges extended their preexisting staff development activities by using AB 1725 funds according to the Nine Uses authorized by the Bill. They conducted needs assessments and distributed funds to large numbers of staff members.

The strongest features of the renewed activities were an organized staff development program addressed to faculty, classified, and administrative personnel on each campus; new procedures for allocating funds; and newly emergent leadership. Weakest features were difficulty in linking institutional, constituent group, and individual needs and priorities; and minimal attention to assessing tangible local outcomes of the staff development effort.

This report concludes with nine recommendations regarding delineating responsibilities, linking local needs with authorized uses and allocations, evaluating effects, maintaining a databank of staff development models and resources, training the coordinators, revising the funding formulas, relating staff development to student learning, conducting follow up studies, and revising the Nine Authorized Uses. Appendices include results of a survey of California community college staff development coordinators; the interview form used for the site visits; summaries of staff development expenditures for 1987-88 and 1988-89; and a list of groups that reviewed drafts of this document.

ACKNOWLEDGEMENTS

The Project Team acknowledges with gratitude the ready information and support of David Mertes, Chancellor of the California Community Colleges; Martha Kanter, Assistant Deputy Chancellor; and Judy Walters, Faculty Development Specialist in the Chancellor's Office. They provided necessary information, aided in compiling statistics, facilitated site visitations, and participated in team meetings. Comments from many individuals and groups, as listed on page 26 and in Appendix D, were solicited and found to be quite useful. The success of this project is a direct result of this encouragement.

INTRODUCTION

The community colleges of America are committed to enhancing student learning. Regardless of their other involvements, the education of students is their central mission. In order to effect this mission they need a staff of faculty, administrators, and classified personnel who understand instructional processes; are sensitive to student diversity; are current in their knowledge of their field and its technology; and who know how to work together to effect their institutions' mission.

Because the colleges as corporate entities are so committed, they take steps to ensure that their staff remain current and engaged. These steps take several forms: staff retreats, sabbaticals and other forms of time to study, specially designated learning and preparation days, funds for conference attendance, and on-campus workshops, to name only a few. These activities and processes appear in greater or lesser number in every college, depending on the level of local commitment or on the availability of internally and extramurally generated funds.

Sometimes, an entire state is directed toward staff development. Such was the case in Florida in the late 1970's. Similar attention was given to staff development in California in the late 1980's. This report traces the latter from the stimulus given to it by the state funding provided by AB 1725 through the first year of activities supported by those funds.

SCOPE OF WORK

On May 25, 1989, the California Community Colleges Chancellor's Office issued a Request for Proposals to solicit a one-year study of the effects of AB 1725 on Faculty and Staff Development. The purpose of this evaluation project was to develop accountability procedures for monitoring the Faculty and Staff Development Fund for community colleges. Proposals were due by June 16, 1989. After a review of submissions, a notice of an intent to award the contract to the Ventura County Community College District (Moorpark College) was issued. The Moorpark College proposal combined site visits to ten community colleges, provided an analysis of all 107 1987/88 and 1988/89 expenditure and Human Resource Development Plans, and produced a field guide for all colleges. The proposal delineated a joint evaluation effort between Moorpark College and the UCLA Community College Studies Program. Kathleen Alfano, of Moorpark College, was designated as the Project Team Leader. Florence B. Brawer, Arthur M. Cohen, and Leslie Koltai were the UCLA participants.

The original proposal had seven objectives and outcomes:

1. Develop guidelines on allocations, expenditures, evaluation, and audit procedures.

2. Conduct site visits at a minimum of ten community colleges, showing a representative mix of types, sizes, and district structure.

3. Analyze and compare data on the usage of funds for staff development before and after AB 1725.

4. Produce a field guide on the proper use of AB 1725 Staff Development funds and distribute to all California community colleges.

5. Conduct workshops statewide to disseminate the results of the pilot evaluation and to present the field guide and accountability model developed.

6. Complete a report on the first half-year (January 1, 1989 to June 30, 1989) of faculty and staff development under AB 1725.

7. Prepare a final report to include:
the accountability model developed, the evaluation results,

recommendations on usage of state grant funds to complement and not overlap staff development funds, and recommendations on the future major staff development function at the Chancellor's Office.

This is the final report to the California Community Colleges' Chancellor's Office as delineated in Item Seven above. It presents a literature review of national and state activities; describes results of the ten site visits that were completed in December 1989; summarizes all the expenditure reports for 1987-88 and 1988-89; and tabulates results of a survey mailed to the 97 colleges not visited. (Appendix A).

Comments on both the Field Guide and the Preliminary Report were received through the Chancellor's Office consultation process (which includes presentation to the Chief Executive Officers Council, the Council of Student Body Governments, the Academic Senate Council, the Council of Chief Business Officers, the Council of Organizations, the Chief Student Services Officers, and the Chief Instructional Officers Council) and two workshops sponsored by the Project Team in March 1990. These comments were incorporated into this final Report and in the final version of the Field Guide.

SECTION I: FACULTY AND STAFF DEVELOPMENT AS REPORTED IN THE LITERATURE

The definitions, purposes, and activities of faculty development efforts are fairly consistent over time and across the nation. However, since reports of separate staff development efforts that involve classified staff and administrators as much as faculty are rarely seen, this literature review focuses on faculty development. Effort has also been applied to present faculty and staff development efforts that emphasize both individual and institutional priorities.

One problem in this review is that few staff development initiatives have covered members of all three groups. Another is that one group usually dominates the entity that apportions the funds. And a third is that administrative processes in community colleges have rarely been studied, whereas the development and evaluation of instructional processes have been inherited from those prevalent in other sectors of education.

Some analytical models have been applied to governance in higher education and attempts have been made to bring them to bear on community colleges. Richardson (1975), for example, discussed Baldridge's bureaucratic, political, and collegial models and made a plea for the latter as a community college ideal. But postulating "a community of students, faculty, and administrators as equal partners" does not lead to a plan for developing staff. This is because it is an ideal remote from college reality.

The development of classified employees is even more inchoate. The literature of business management yields notions of keeping workers satisfied while training them to use their computers or other tools more efficiently. These models invariably stem from an hierarchical view of management and labor, one that ill suits the community colleges. The recent emphasis on quality circles and responsible teams shows promise but, to date, little of that has affected staff development efforts in community colleges.

Training, renewal, upgrading, development are all terms to connote activities that purport to change the way instructors and staff conduct

their work or feel about their workplace. During the 1960's, when institutions of higher education were admonished by their students and other critics for their impersonality, and when community college spokespersons castigated the universities while lauding their own colleges as "teaching institutions", the universities became concerned with further developing their own staff members. Because of reduced funds for research, the vociferous demands of students, and their own needs to compete for potential students, a number of institutions looked to the dynamics of faculty-student relationships. Many became more responsive to student demands for personable instructors and worthwhile courses, and subsequently approved centers for teaching and learning.

The major research universities instituted faculty preparation programs to turn their professors' attention to the importance of teaching. In 1975, Gaff listed more than 200 such faculty development programs, most of which served as centers to emphasize innovative teaching. Most of these university-based faculty development programs helped faculty explore "their attitudes about teaching and learning, acquiring more knowledge about professional education, enhancing their sensitivities to students and colleagues, developing teaching skills and understanding how they can balance the teaching role with their other professional responsibilities" (Cohen and Brawer, 1977, p.67). Where these programs merged professional competence with personal growth, they were based on both psychological and instructional principles. Most, however, were not so constructed; relatively casual, they enjoyed little budgetary support, were concerned primarily with teaching new instructional forms, and turned their faculty's attention to undergraduate instruction by relating teaching tips and student assessment techniques with attempts to change basic professional attitudes.

The focus of staff development in community colleges has been more on instructional development. Faculty renewal programs have been further stimulated by changing conditions: the slowing growth of new full-time staff in the '70s and early '80s; the need to service new types of community college students; and court decisions holding that early tenure instructors cannot be dismissed. An institution that is dedicated to human development has as much obligation to develop its staff as its students.

Formal in-service training, a feature of the community colleges throughout their history, peaked in the 1970's as college expansion subsided and as few new staff members were employed. Because the faculty's priorities were

based on their preinstitutional expectations and on their subsequent experiences therein, administrators had found it easier to employ new instructors to perform various functions than to retrain old instructors. When the rate of expansion slowed and when new priorities emerged with less funds to cover them, however, the "residue of out-of-phase staff members increased -- hence the calls for staff development" (Cohen and Brawer, 1982, p.79).

The most common in-service preparation programs have been reassigned time, sabbaticals, tuition reimbursements for university-based programs, and pedagogical workshops. According to surveys conducted by the Center for the Study of Community Colleges (Cohen and Brawer, 1977), instructors preferred courses and programs in their teaching field that were offered by proximate universities and that furthered knowledge in their sphere of interest. They also wanted degrees and credits to enable them to rise on the salary schedule, and time off from their teaching responsibilities. Paid sabbatical leaves and similar opportunities toward higher degrees became the faculty's preferred form of professional development, with 86 percent of the academic area instructors desiring this kind of further professional development; fewer than 10 percent wanted workshops on their own campuses. In contrast, administrators preferred on-campus workshops and seminars for their instructors, with the contents centering on pedagogy and community college related concerns. Paid leaves for professional development were increasingly written into many negotiated agreements between faculty associations and their institutions.

A number of faculty development programs center on individual development, accepting the basic concepts of the community college and its heterogeneous student body and/or innovative instructional approaches. At best, these programs allow faculty members to test instructional strategies, assess their own goals, measure their personal and professional development, and encourage campus support for the individual. At their worst, the programs become pedantic seminars or hortatory declarations that are designed to inspire people to change their outlook, lifestyle, and mode of professional functioning - all in the course of one workshop! Where there is no consistency or focus, faculty development efforts fall on stony ground - even though the faculty may go along with the fiction if their college's staff development efforts translate into funds for sabbatical leaves and travel to professional meetings in attractive and often distant cities.

Despite the calls for faculty accountability and evaluation, faculty development did not become a high priority in community colleges. Most districts allocated some funds to these activities, but they were often dissipated in uncoordinated experiences. Perhaps that was all that could be done in the absence of a consistently held perception of what the mature instructor should do and be. Worthy though these activities are, unless they are linked in a coordinated plan and connected with institutional priorities and needs, they typically show little effect on institutional functioning.

Definitions

Faculty development refers to college and university activities that are designed to "help faculty members improve their competence as teachers and scholars" (Eble and McKeachie, 1985, p.1). Rostek and Kladivbo define professional development as "purposeful learning experiences undertaken in response to individual needs" (1988, p.37), while Centra states that faculty development refers to college and university activities that are designed to "renew and maintain vitality of their staff (1985, p.143).

Berman and Weiler (1987) divide the realm of faculty development into two categories: activities that are aimed at improving scholarship, enhancing research skills, learning a new discipline, contributing knowledge to a field, or keeping current in a disciplinary activity comprise the first group. The second group encompasses classroom related activities that are aimed at improving skills in teaching and in student assessment or in endorsing skills in advising, which include understanding student learning differences, instructional methods, course planning and organization, and the use of technology in the classroom. Curriculum and organizational development are included insofar as they contribute to the increase of knowledge and to the improvement of instruction.

Berman and Weiler further distinguish between faculty development services and support. Faculty development activities include services and programs that provide direct assistance for faculty: for example, specialists to consult with faculty about teaching methods or publish information about research grant opportunities. Support is defined as institutional funding for specific development purposes, conference travel, or time away from teaching duties, such as sabbaticals , and reassigned time.

Most staff development organizers, including the National Council for Staff, Program, and Organizational Development, classify faculty development activities into four clusters: professional, instructional, curricular, and organizational development. Professional development promotes the expertise of faculty members within their primary discipline; it is often accomplished through research grants and sabbatical grants, professional conference attendance, and similar discipline-oriented activities. Instructional development improves the faculty's ability to teach more effectively. It includes videotaping classes, observing and commenting on teaching styles and strategies, and attending conferences on teaching. Curriculum development is aimed at evaluating or revising the curriculum. This activity, which goes well beyond the expectation that professors will periodically revise the courses they teach, generally involves a team of faculty who spend substantial amounts of time in evaluating their programs. Finally, organizational development engages faculty members in improving their institution and its environment for teaching and decision making. It includes evaluating institutional efforts to retain its minority students, strengthening institutional relationships, and preparing self study reports for accreditation (CPEC, 1988)

Purposes and Rationale

Why faculty development programs at all? Are they really relevant to those who are already teaching? What bearing do these programs have on the instructor's professional identity?

The general purpose of staff development is to improve individual and organizational performances, in order to achieve institutional goals. Staff development should help individuals to develop their potential and to improve their ability to meet their professional responsibilities. To a marked degree, one's identity depends on purpose -- knowing what one's goals and directions are. For people to develop a sense of directedness and integration, they must consciously prepare for the several roles they will assume. Adequate and appropriate training -- both in the preparation sequence and later in in-service activities -- puts the person in a position to focus on tasks rather than on self, and it reduces the element of self-conscious wondering about the appropriate adoption of particular skills and attitudes. It also encourages a professional perspective.

Taylor (1969) and Silberman (1970) argued that teachers should convey themselves to students as sensitive human beings, aware of the needs of all students. They must be prepared to reach all students -- "those whose

previous academic performances ranged from A's to F's, the academically and the vocationally oriented, part-time and full-time, rich and poor, students from all cultures." (Cohen and Brawer,1972, p.151) Faculty development programs must encourage participation from a broad spectrum of individuals, the assumption being that the community college's diversity of students requires a comparable variety of teachers . (Ibid).

The California Postsecondary Education Commission (CPEC, 1988) sees the purpose of faculty development as a means toward providing better education for students that would not be possible without such support. "Even if it is impossible to prove that certain faculty activities result in particular student learning, the development of clear purposes or objectives for faculty development programs can help ensure that individual and institutional resources are directed toward the highest priority needs and are effective in meeting those needs" (CPEC, 1988, p. 22). The Commission recommended that state-funded faculty development practices reflect five priorities or purposes: improving instruction for students with diverse learning styles, improving the usage of new technology by faculty members, developing new means of student assessment, retraining faculty in related fields, and providing reassigned time and support for women and minority faculty for scholarly activities.

According to this same Commission, most faculty development activities fit into two major categories: improving instruction and increasing knowledge. Programs oriented toward improving undergraduate instruction for students with diverse learning styles, improving the faculty's abilities to use new technology, and developing new means of student assessment are subsumed in the first category. Programs oriented to increasing knowledge, which fall into the second order, include retraining faculty for teaching in a related field and affirmative action development.

In summary, the purposes for faculty and staff development programs are: improving teaching, improving faculty scholarship, personal development, curriculum development and institutional development. While the purposes remain constant, their emphasis varies in different institutions.

SCOPE OF DEVELOPMENT ACTIVITIES

National

When institutional expansion subsided and relatively few new staff members were employed in the community colleges, when the rate of change

exceeded the rate of expansion, the calls for staff development expanded commensurately. Some studies of faculty/staff development programs document this move. Cooper (1981), for example, developed a paradigm encompassing the important components of a comprehensive staff development program: personal, professional, program, instructional, and organizational development. In his sample of individuals from five midwestern colleges, the most common components were related to personal and program development. Although the majority of respondents felt that all activities were important, Cooper noted that organizational development components were notably absent in both quality and quantity.

Research has documented the efforts of certain programs. In 1976 Centra conducted a study to determine the status of faculty development programs throughout the United States in both colleges and universities. Of the 756 institutions sampled, 326 were two-year colleges. The study collected data on the estimated use and effectiveness of development practices, the extent of faculty member involvement, and organization and funding of faculty development programs. Smith (1980), who updated some of Centra's findings by replicating the earlier study, found that in the three years ensuing between the two studies there had been little increase in the number of full-time community college faculty involved in staff development programs. Although participation rates for various groups were about the same as those cited by Centra, there were some increases in development programs for college administrators. Of the 687 colleges responding to Smith's survey, 413 had organized staff development programs.

Smith reported that the six most frequently mentioned goals for community college staff programs were to increase staff responsiveness to student needs, increase faculty's knowledge about the teaching learning processes, increase faculty skills, create a climate in which the attainment of effective teaching is the ongoing concern, increase the faculty's repertoire of teaching methods, and reduce student attrition. The most frequently mentioned program goals centered on the development of faculty rather than non-teaching staff, and the most effective staff development resource was the availability of travel funds. Goals least frequently mentioned were helping staff retrain for certain responsibilities in new areas, facilitating staff members' abilities to participate in institutional decision making, initiating periodic reviews of performance, increasing staff satisfaction with their work, and stimulating and assisting academic departments in meeting their goals.

From their study of professional development activities in several colleges, Hall and Petrie (1987) offer 50 suggestions. These include, in part, setting a year-long theme for faculty development, conducting weekend or one day retreats for each division or for the president's cabinet and officers of the campus academic governance organization, holding weekend or week-long seminars on effective teaching, showing videotapes and case histories, honoring teacher or staff persons of the month, using the classroom as a research institute to learn about effective teaching, emphasizing adjunct orientation and mentoring, and providing a professional library with a faculty resource center for the entire campus. Other suggestions include holding basic skills workshops, encouraging faculty to serve as consultants to area high schools, organizing faculty-student forums on world issues or current events, involving the community with seminars or speeches focused on specific issues, merging staff in a writing across-the-curriculum program, and arranging visitations to other institutions or other parts of the campus to view innovative projects.

Another study was conducted in selected Texas colleges to investigate the organization and structures of faculty development programs as well as to develop models based on subsequent findings. Interviews were conducted with deans of instruction or equivalent college administrators at colleges with headcount enrollments that ranged from 1,800 to 23,000 students. Faculty development activities at the colleges included guest lecturers on such topics as computer literacy, testing, faculty grant programs, and post-graduate course credit. Some colleges designated administrative personnel who were responsible primarily for faculty development while other colleges assigned faculty development to administrators who held other responsibilities. Although all administrators agreed upon the value of faculty development programs, there was no network of communication among administrators of staff development at various colleges. (Kanter,1984)

Responses to surveys of academic deans and faculty members in New Jersey's community colleges suggested that experiences in doctoral programs and in industry had the greatest impact on teaching; publications had the least. Older faculty members perceived the effectiveness of doctoral programs to be less important than younger faculty, most respondents planned to attend conferences, and about half planned to publish. Professional development activities that were encouraged by the deans included mini-grants for research, professional association membership, workshop and conference participation, and publication (Ryder and Perabo, 1985).

In 1989 the New Jersey Department of Higher Education proposed a statewide initiative to strengthen college faculty through far-reaching efforts, including an Institute for Collegiate Teaching and Learning located on a state college campus. A case study of faculty development activities at Brookdale Community College (New Jersey) revealed four basic levels of activities: formally organized activities, including a Faculty Development Committee and 21 sub-committees; a Center for Educational Research; contractual arrangements, such as the sabbatical; and informal activities such as workshops and seminars (Forman, 1989).

Some colleges incorporate retraining in their staff development programs. From 1983 to 1985, professional development activities in Alabama included retraining for return to industry and competitive grants (Alabama State Department Report, 1985).

The Dallas County Community College Districts' Career Development and Renewal Program offers renewal and career-path training to staff, provides for a bank of personnel for internal promotion opportunities, and broadens employee understanding of the district and community college education. To participate in this program, employees must have supervisory approval and a proposed project of quality. A formal set of activities is planned for the participants after projects are selected, including orientation sessions, workshops, special activities (e.g., attendance at DCCCD board and council meetings), and the formulation of goals acceptable to both participant and supervisor. With time-frames varying from a full academic year to one day a week for a semester, the projects involve internships in vertical advancement positions, activities whereby an employee follows another staff member working in an area in which he/she wishes to pursue career opportunities, and special research or study projects. As there is currently no budget for the program, most participant's time is given voluntarily in addition to their required job responsibilities. Current plans call for the expansion of the CDRP into university and business settings (Caswell, 1983).

Aims Community College (Colorado) also focuses on the business and industrial community. Through its college foundation, faculty members are encouraged to become involved with business and industry for professional reward, upgrading, and motivation (Kiefer, 1984). On the other hand, Bender and Lukenbill (1984) argue that while community colleges have been instrumental in assisting businesses and industry to meet human resource development needs, they have not responded to their own needs for a systematic and continuous development of human resources.

The twelve major professional development categories at Niagara County Community College (New York) include a college-sponsored professional development program, off-campus professional development and travel, compensated absence time for professional development, sabbaticals, State University of New York tuition waivers, tuition-free courses at New York community colleges, memberships in professional organizations, instructional resource development grants, individual faculty accomplishments, awards and recognition for faculty excellence, faculty evaluation and development. This final category comprises individual teaching improvements in the form of a faculty mentor system and individual improvement plans (Harnish, 1986). Another Eastern college, the Community College of Allegheny County (PA), implemented an in-service training program to help vocational educators and administrators develop skills in computer applications, supervisor evaluation, and computer-based training. (Dunn, 1985).

Miami-Dade Community College approaches faculty development from a total institutional perspective. Together with many institutions nationwide, significant numbers of Miami-Dade faculty are approaching retirement age; the next decade is expected to bring close to 400 new faculty, (40 percent of the total) to the college. As a way of addressing this issue as well as improving faculty in other respects, Miami-Dade's Teaching/Learning Project, begun in 1986, is a multi-year, institution-wide program. Its three inter-related goals are to improve teaching and learning at Miami-Dade, to make teaching a professionally rewarding career, and to focus college activities and decision-making processes in teaching and learning.

The Miami-Dade all-campus project addresses several key issues: transmitting the expertise of veteran faculty, finding faculty committed to the Miami-Dade values and mission of making sure that faculty are prepared to teach their students, isolating effective teaching strategies for new student populations, and preparing traditionally evaluated teachers to successfully work with their students.

In 1988, Miami-Dade adopted a Faculty Excellence values document. This 29-item statement about excellence promotes a departure point for formulating necessary criteria and procedures for hiring new faculty; planning a sound faculty development and support program; developing meaningful criteria for the award of tenure (which is not immediate at Miami-Dade) and levels of promotion in academic rank; developing relevant curricula for graduate courses in classroom feedback, and teaching and creating appropriate guidelines for the college's Endowed Teaching Chair

Program. The endowed chair has been conceived as a way to retain and reward the best and most dedicated faculty as well as to promote teaching excellence.

Humanities and Part-time Faculty

In a study of humanities faculty members, Cohen and Brawer (1977) found that people who showed higher "functional potential" (Brawer, 1976) (integrated, mature, with considerable ego strength) were most likely to wish they had been more involved in teacher training, had done more student teaching, had taken more teaching methods courses or courses in psychology and personal development, and received higher degrees. "They tended more to desire further steps toward professional development...; 95 percent of the high group indicated this desire, whereas only 69 percent of the low group saw the usefulness of further professional development. Individuals in the high group were more likely to want to attain doctorates, and they tended to be over represented in the group that was working on their doctoral degree at the time" (1977, p.37).

Some of the literature deals with part-time instructors. A Digest from the ERIC Clearinghouse for Junior Colleges (1986) notes that the increased use of part-time faculty in community colleges has left in its wake a large body of literature on the problems posed by heavy reliance on part-time faculty and on the need to address these problems through staff development programs. Four approaches have been used by those institutions discussed in the ERIC digest to deal with the staff development needs of their part-time faculty. The first approach, based on a curriculum development model, is characterized as a set of in-service workshops and courses designed to complement the part-timer's subject expertise with activities to strengthen pedagogical skills and provide information about the community college. The second approach involves the formation of peer support networks through which part-timers share experiences and help each other with problems encountered on the job. The third is a personnel management approach, whereby the college's recruitment, hiring, and evaluation policies are developed with improved instruction in mind. The fourth approach, which draws upon theories of adult education to involve part-timers in identifying and solving the problems they face on the job, stresses the development of part-timers' awareness of work problems as a means of fostering receptiveness to staff development interventions. All four approaches, which seek to instruct part-timers in pedagogical techniques and thus to improve instruction, aim to integrate part-time faculty into the college community .

New Mexico's Santa Fe Community College (1989) developed a booklet for part-time faculty to explain required and optional activities comprising the college's professional development program. Introductory sections reveal that part-time faculty members are required to participate in a number of professional development activities, including in-service orientation, division meetings, and student and peer evaluations. They are also encouraged to participate in optional in-service activities that can lead to salary increases. The booklet identifies 53 teaching competencies that the professional development program is designed to advance, reviews the procedures whereby part-time faculty complete a predetermined set of optional activities in order to advance on the salary schedule, details procedures for verifying and maintaining a record of professional development activities, and delineates the various activities that can be included in an individual faculty member's professional development plan.

Gordon (1988), who examined problems encountered by part-time English instructors at Cuyahoga Community College (Ohio), found a decided discrepancy between expressed needs for professional development and programs offered by the college. In an effort to alleviate these problems, CCC developed Sustaining Academic Literacy, a professional development program that consists of six sessions spread out over two quarters.

In his review of organizational patterns to facilitate faculty development programs for part-time instructors in technical community colleges, Craig (1988) found that the dean of instruction or dean of academic affairs was commonly responsible for program administration. The most popular program components were identified as a handbook or manual, meetings between part-time and full-time faculty members, assignment of part-timers to a mentor, and evaluation of adjunct faculty.

Also concerned with the needs, awareness, and participation of part-time instructors Byrd (1985) analyzed four staff development activities - instructional, personal, professional, and organizational. In the three colleges studied, only one offered training for part-time faculty in all four developmental areas, even though over 50% of the part-time instructors expressed a need for training activities in areas that were considered of little use by the staff development director.

Certain similarities pertain to all faculty development programs because of their shared development objectives Individual institutions however, assess their own individual needs and goals and emphasize particular activities while diminishing the importance of others. Clark County Community College (Nevada), for example, developed a model for part-time faculty that was based on both a literature review and a survey of professional staff members. This model addresses training administration, determination of needs, organization of curriculum, and funding. Because most part-time faculty are employed in jobs outside the college, CCCC determined that training would be conducted though on-campus, short-term workshops held on weekends and during school breaks. Necessary support for this population included a part-time faculty handbook, flexible scheduling, reassigned time, and/or travel funds (Pedros, 1983).

Evaluation

Even in institutions and college districts where faculty development programs are fairly well entrenched, the evaluation of faculty and staff development programs is rarely undertaken. Most institutions either ignore the process or see that it is conducted on a superficial basis. Fortunately, some exceptions do occur. For example, Hekimian (1984), who argues that evaluation is critical to good staff development programs, presents a literature review of the evaluation of community college staff development programs, reports on a study conducted to identify and validate criteria for institutional evaluation, and suggests a process for the utilization of these criteria program evaluations. Only 25% of the colleges had completed a full evaluation of their staff development programs, and few were able to report that evaluation criteria had been met.

Dunn's (1985) evaluation of an in-service training program at the Community College of Allegheny County is noteworthy, while Craig (1988) reports that careful evaluations of adjunct faculty by administrators is part of the faculty development program at many technical community colleges. Also concerned with part-time instructors, Byrd (1985) identified current needs for training that are not addressed by many colleges. In a number of institutions, part-time faculty teaching in vocational-technical programs are largely excluded from development activities.

In 1979, Smith reported that a jury of Florida staff development specialists met to discuss ways that teaching improvement programs should be evaluated. A table of 97 evaluation criteria was proposed as a result of

this group's conference, and Smith (1979) utilized 53 of these criteria in a study that compared criteria findings with those earlier reported by Centra (1976). Of 315 institutions responding to the inquiry about staff development program evaluation, Centra found that 10 percent responded affirmatively. Of Smith's 413 institutions, 25 percent coordinated program evaluations.

Smith's (1979) findings, based on four criteria cohorts, include 53 criteria for the evaluation of community college staff development programs: Criteria for Judging the Staff Development Program. Criteria for Judging Program Effect on the Faculty, Criteria for Judging Program Effect on the Administration, and Criteria for Judging Program Effect on the Institution. According to the staff development officers surveyed, the most frequently used criteria all came from the first area, Criteria for Judging the Staff Development Program.

Both Centra (1976) and Smith (1980) found that the most glaring shortcoming "of staff development programs in community colleges... was the absence of comprehensive program evaluation. This weakness remains today, with only 25 percent of the colleges in this study reporting that there has been a complete reevaluation done of their programs" (Smith, 1980, p.61). Four major recommendations emanated from Smith's AACJC - sponsored study: each community college should undertake a complete evaluation of its staff development program; a criterion reference model should be used in future evaluations of staff development programs; staff development officers should set aside part of their annual budget for program evaluation; and finally, in the approximately one hundred colleges reporting complete evaluation of their staff development programs, the programs should be studied to determine benefits of such evaluations and to describe successful evaluation models.

Classified and Administrative Development

Although much of the literature describes faculty development, in Innovation in the Community College (O'Banion, 1989), Smith reviews the recent history of staff development between 1960 and the present. He credits O'Banion and Cohen with alerting decision makers to the necessity for "in service staff development programs in two-year colleges" as early as 1972. He also reports that in 1974, the American Association of Community

and Junior Colleges (AACJC) provided support for the staff development movement through its publication "New Staff for New Students". O'Banion notes that "while the emphasis in four-year colleges has been primarily on faculty development programs, most community colleges have taken the position that all staff should be included in the professional development program of the college" (1989, p.179).

In 1977, the National Council for Staff, Program, and Organizational Development (NCSPOD) was created, serving as a network for over 500 community college staff developers across the United States. Each year NCSPOD recognizes outstanding programs, several of which involve classified and administrative inservice training. For example, at the Eastern Iowa Community College District fifty staff development activities were conducted in 1983-84, both at the Muscatine and Scott campuses.

In 1985-86, Jefferson Community College (JCC) in Kentucky was recognized by NCSPOD for offering over 60 workshops, seminars, and conferences in five areas: teacher improvement, administrative concerns, intellectual development, physical and mental well being, and classified staff concerns. Approximately 90 percent of the faculty and 96 percent of the staff attended at least one professional development sponsored program in 1985-86.

Florida Community College at Jacksonville has a variety of programs for all staff. The activities that include classified staff and administrators are workshops offered during regular work hours, an "educational leave program" whereby full-time employees who have completed five years of satisfactory service are eligible to take a leave up to 12 months and receive 70 percent of their base pay, "tuition reimbursement for undergraduate and graduate coursework" open to full-time and part-time permanent employees, "staff exchanges" ranging from one month to one year, and a "workshop grant program" that can be applied to travel, lodging, meals, and registration fees not to exceed $800. and one per fiscal year (O'Banion,1989, pp.184-191).

Each summer the League for Innovation in the Community College hosts an administrators' conference and every other year a retreat for chief executive officers (including chairs of boards of trustees). In 1980, the League, in conjunction with the American Association of Women in Community and Junior Colleges, launched a five year project called "Leaders for the 80's". In 1983, the "Leaders for Change" program was added for women CEOs and those for whom the CEO position would be the next career

step.(p.9) In 1987, The Community College Leadership Institute was created. The first program the Institute offered was the Executive Leadership Seminar, which prepared participants for key leadership positions in community colleges through a series of cooperative activities with university leadership programs.

Corporate Training Emphasizing Employee Development

Employers spend about thirty billion dollars or 1.4 percent of the national payroll on formal training and development; many large companies spend two percent of payroll, and employers with the largest training programs spend four percent. According to a 1989 report from the American Society for Training and Development and the Department of Labor, learning in the workplace is the most powerful lever for improving individual opportunity and institutional competitiveness. The report adds that "in addition to increasing resource commitments, employers will need to integrate human resource development into institutional culture and structure. If the critical processes of teaching and learning are to gain more standing in the American workplace, they will have to become part of everyday management and supervision and be connected to performance -based selection, appraisal, rewards and career-development systems... Learning and new ideas should be rewarded" ((Carnevale and Johnston, 1989, p.5).

In the report "Training America: Learning to Work in the 21st Century" the Hudson Institute study is cited estimating that we must upgrade the skills of 25 million American workers by 40 percent by the end of the century if we hope to remain competitive. This report claims that "learning in school expanded the nation's productive capacity by 26 percent, and learning on the job contributed about 55% to productivity growth since 1935." (p.4)

Peters and Waterman (1982) illustrated that the best companies had extensive employee participation based on the shared values of trust, cooperation, and integrity. Similarly, Kanter (1989) emphasized the changing nature of the employee (e.g. older, more years of education) creating a need for new ways of working (e.g. cooperative, less hierarchical, more input into decision making).

Baldwin (1985), in his review of contemporary management literature, concluded that business management and productivity theories apply to community college management especially in relationship to employee motivation. He found that the best run companies display a

people-management style that expresses management's respect for and feeling that it is the staff who makes the organization the great place it can be. Peters and Waterman (1982) showed that a wide range of nonmonetary incentives and experimental programs as well as tangible rewards motivated employees. Kanter (1989) emphasized the importance of non-material incentives such as publicly rewarding excellence, and continually noticing, applauding, and remembering the contributions of the staff. Such companies have developed a "culture of pride" which includes pride in the company's achievements and in the abilities of individuals. Throughout the literature, the corporate leader is the one who is responsible for generating enthusiasm among all levels of employees.

SELECTED CALIFORNIA ACTIVITIES BEFORE THE IMPLEMENTATION OF AB 1725

Staff development activities across the nation hold, by definition, a common feature - the goal of developing individuals to become more professionally oriented. Uniqueness is found in institutional bent. This section highlights a few of the activities in selected California colleges. It is by no means exhaustive and of necessity omits reports of recent activities that have not yet found their way into the extant literature.

The Los Angeles Community College District divided its staff development activities into seven categories: District Campus (including employee orientation; understanding registration and budget procedures); professional and instructional excellence; understanding the potential of minority students and teaching the learning adult; management and staff development strategies; speaking and writing under pressure; wellness, safety, personal growth, and development (CPR skills, pre-retirement planning).

This same district also established a Core Curricular Development Laboratory (1989) to identify successful teaching practices and programs within the district, sponsor curricular projects, assist in designing new instructional models, and make recommendations to promote curriculum research and revision. Drawing from a review of the literature, meetings with groups involved in curricular reform, and on-campus activities, the laboratory developed a comprehensive series of recommendations for action in several areas: networking and communications; writing across the curriculum, writing assessment and course placement, and writing competency; critical thinking skills; general education course sequence and

programs; curricular reform in vocational education; international education; English as a Second Language and foreign language proficiencies; orientation and advisement; development of model curriculum sequences; educational technologies and instructional delivery systems and disseminating information to faculty; obsolete course content, teaching methods, and equipment; faculty networks and development grants; and faculty forums.

Mission College implemented a staff development plan that included orientation for new faculty at the beginning of the fall 1986 semester. The program included a consortium for all faculty and staff, minimal conference funding, and planning of in-service programs with outside resource people (Banks 1986).

Santa Barbara City College (1984) promotes institutional improvement through several approaches. These include an Annual Faculty Lecturer Award for outstanding teaching and exceptional service to the institution; the Great Teachers Seminar; the Fulbright Program; international programs; the Faculty Enrichment Program, which developed a new course, "Living in the Information Society," an anthropology culture module, a curriculum and methodology guide for English-as-a-Second Language, a new faculty newsletter, a new fitness testing and appraisal laboratory, and computer simulations in archaeology. Also considered in these programs are sabbatical leaves; professional growth activities, such as the first annual Leadership Skills Seminar for Women; the California Community College fund for Instructional Improvement grants; National Endowment for the Humanities grants; and two new departmental programs--the Mass Communications and Information Studies major and the Computer-Assisted Drafting and Design Program.

Barnes' (1987) summary of five activities concerned with community college leadership included the work of the Commission for the Review of the Master Plan for Higher Education; the California Postsecondary Education Commission's (CPEC') study of the staff development needs of the three segments of higher education in California; a CPEC study of the perceptions of community college administrators regarding the need for doctoral degree programs specifically designed for California community college administrators; the work of the Community College Task Force on Credentialing of Faculty and Administrators; and a study of the employment of part-time community college faculty. This report sets forth a number of assumptions about turnover, the demand for doctoral degrees among

full-time faculty, and the need for specially designed leadership training programs; it also presents a breakdown of partnerships and regional approaches, community college programs, California State University programs, University of California programs, and independent colleges and universities offering doctoral programs in education.

Still another report about activities in California (Kelly, 1987) compares community college staff development and business activities. This paper assesses the current status of faculty development, underscores the need for faculty development brought about by faculty, student, and environmental changes, and highlights development activities at various colleges. It also outlines business training practices that may be adapted for use by community colleges, focusing on the state of the art in corporate human resources development; planning development activities through participation; the role of the training director in putting the goals into action; specific goals for human resources development; the importance of chief executive officer support; and budgeting for human resources development. The report concludes by offering a practical action plan for faculty development in community colleges, including research, assessment of needs, planning of initial faculty development activities, follow up, and evaluation.

The need for special funding for the professional development of the faculty in California Community Colleges was detailed in a November 1984 address by Leslie Koltai, then Chancellor of the Los Angeles Community College District, at the Fall Session of the Statewide Academic Senate meeting in Los Angeles. He reported that the Los Angeles District Commission for the Advancement of Teaching, composed of faculty and administrators, had identified two basic professional growth needs of community college teachers. First, in the area of pedagogy and methodology: increased access and training in new teaching methods and new technologies, and training in new student needs and changing college and district demographics. Secondly, the need for faculty to keep up to date in their subject matter disciplines. The Commission recommended a number of ways to advance faculty growth in their subject disciplines including establishment of faculty chairs, alternate forms of sabbatical leave, improved communication between members of the same disciplines at different colleges, and honors and exchange programs.

In summary, the scope of faculty development across the nation as well as in California offers some insights into organization and practices.

Primarily these activities have focused on workshops, reassigned time, and conference participation. Special activities occur in some institutions for part-time faculty, but in most cases, the programs were geared toward full-time faculty. Although administrators and classified staff members seldom were included, efforts to ameliorate these concerns were under way. In the 1980's, several California statewide organizations created subcommittees or separate organizations to address faculty and staff development leadership and concerns. Among these are 4 CSD (the California Community College Council for Staff Development), the Academic Senate, the Professional Development Academy and ACCCA, the Association of California Community College Administrators.

Assembly Concurrent Resolution 39 (ACR 39) (Hayden)

Assembly Concurrent Resolution (ACR) Number 39 (Hayden), "Incentives for Improving Undergraduate Teaching" was filed with the California Secretary of State on September 14, 1987. It requested that the governing boards of the three public postsecondary segments in California adopt and enforce policies and incentives for improving teaching and report to the legislature the action taken toward, and the costs associated with, full implementation. The Board of Governors for the California Community Colleges response was based on a document prepared by Michael McHargue of Foothill College under a California Community College Chancellor's Office Fund for Instructional Improvement (FII) grant. The document was co-sponsored by the Statewide Academic Senate and the Chief Instructional Officers of the Californias Community Colleges. The response:

1. Emphasized that quality instruction is the primary mission of the 107 community colleges in California. This will continue to be emphasized, especially through AB 1725 mandated reform legislation, in faculty job descriptions, be a clear priority in faculty job interviews, and in evaluating letters of recommendations.

2. Supported the initial funding of faculty and staff development at $5 million dollars and emphasized the need to continue funding to attain the 2-5 percent of general operating budget recommended by national and state staff development groups.

3. Delineated new community college system-wide incentives for teaching excellence such as the Hayward Award for Faculty Excellence and specific grant funding of innovative pilot efforts to provide statewide coordination of staff development and to promote excellence in instructional skills.

4. Recommended a funding goal of $70 million annually to achieve an excellent instructional program level- $30 million from local college general funds, $30 million from state categorical funds, and $10 million from Fund for Instructional Improvement grants.

A recent addition to faculty development program planning in California community colleges is the adoption of the Flex Calendar. The Flex Calendar, supervised by the California Community Colleges Chancellor's Office, was initiated in 1981-82 at a few community colleges as a way of reducing instructional days to allow staff to participate in development activities during their time on campus. It has grown to reach 58 of the 107 California community colleges in 1989-90. An additional 26 colleges are considering the Flex system for 1990-91. It would bring the percentage of colleges using the Flex Calendar to 78.

The 1987 California Postsecondary Education Commission (CPEC) Report

Prior to AB 1725, some efforts were made toward consistency of criteria and evaluation of faculty development programs. The California Postsecondary Education Commission (1987) summarized standards that it deemed important for institutions to address in considering faculty development programs. These included assigning high priorities and establishing institution-wide plans to encourage opportunities for continuous professional growth. Developing institution-wide plans that respond to the perceived needs of faculty and reflect the benefits of faculty development to students, faculty, the institution, and society is essential, and planning for these programs must incorporate professional knowledge and skills, not focus on deficiencies.

The commission also stressed the point that faculty development programs should extend the understanding that faculty members have "different needs at different steps of their careers;" that a multi-faceted program should be provided that would incorporate professional, instructional, curriculum, and institutional development." Further, planning should involve participants throughout the process, from beginning stages through evaluation, "and only the most exemplary training activities should be implemented. (CPEC,1987, p.12).

In assessing their findings for this California Postsecondary Education Commission - sponsored study, Berman, Weiler Associates (1987) note that outstanding development programs operate in several colleges. At one community college, "faculty, administrators and staff held regular meetings to review campus programmatic needs, assess faculty strengths and weaknesses, and attempt to develop an integrated menu of faculty development activities that were complementary and mutually reinforcing. The college was distinguished by its self-conscious effort to integrate faculty development into the fabric of campus professional activities by considering program goals and faculty needs".(p.14) Faculty- developed services in many California community colleges emphasized direct presentation of information through workshops, lectures, and special assistance (primarily to help with media, computers, and preparation for grant proposals). Instructional improvement and curriculum development workshops were most popular. These colleges varied in their efforts at faculty development, with some producing outstanding programs and others administering programs on an ad hoc basis. Most institutions assigned part-time administrative responsibility for faculty development to a faculty member on reassigned time , although programs in large colleges and districts were often conducted by an administrator assigned full-time to the task. Looking at programs across the state, the overall level of resource and organizational support for faculty development was low at most colleges.

Faculty participation in program planning has moved some colleges in the direction of integrated, comprehensive approaches to faculty development. Most programs in the California colleges, however, have supported isolated, "one-time" activities whose cumulative effect on the improvement of instruction and curriculum is substantially less. In some districts, "collective bargaining agreements required the involvement of faculty in planning development programs, or provided structured opportunities for faculty to propose their involvement" (Berman and Weiler, 1987 p.13). Some faculty members developed workshops, lectures and classes for presentation to their colleagues, a system that benefited both sides -- the faculty who participated more actively and those who presented the relevant material.

At the same time, the scope of faculty development services in California community colleges has continued to vary, with some colleges placing a high priority on development and producing outstanding programs and others, not attending to the importance of faculty development. Many colleges support

faculty leaves, mostly sabbaticals, and provide travel funding, reassigned time, and faculty grants. In some cases they pay the cost for faculty to attend off-campus courses, support faculty exposure to new information through limited faculty exchanges, and provide funding for collegial communication. However, in 1986-87 fewer than ten percent of the full-time teaching faculty in California community colleges obtained reassigned time.

Campus program planning and faculty needs assessment have rarely led to comprehensive faculty development planning. Some colleges had exemplary programs but activities were seldom linked to evaluations of faculty performance and, as in other parts of the country, part-time faculty were largely excluded from developmental activities. Over 90 percent of all faculty development program expenditures in California have been supported by district and college funds that are available through state appropriation.

During the 1986-1987 academic year, 9 out of 10 full-time teaching faculty in California community colleges were engaged in some form of development activities . About three-fifths of the teaching faculty were engaged in programs designed specifically for faculty development as well as such general activities as attending conferences or private studies. Participation was highest for off-campus conferences. About one-tenth of the faculty's work time during the year was devoted to development. Generally speaking, more females participated in developmental activities than did males. Approximately half of the CCC faculty engaged in research activities between August 15, 1986 and April 1, 1987, but they spent less than 30 percent of their time on such work, and, in 75 percent of the cases, the research was not institutionally funded.

Berman/ Weiler (1987) found that despite the abundance of workshops, lectures, travel funding, reassigned time, and sabbaticals in California community colleges, faculty development activity in some institutions is not evident. The overall level of support for these activities at many colleges "was fairly low. . .and activities receiving the most emphasis were relatively inexpensive workshops organized by college faculty, rather than programs requiring expert outside consultants or extra full-time administrators (e.g., campus resource center)" (Ibid, 1987, p.79). While this criticism covers a number of institutions on a state wide basis, similar comments could be made about many other individual college programs throughout the country.

Other weaknesses are cited by Berman and Weiler as a result of their California study. First, part-time faculty were largely excluded from development activities and second, "faculty development in the community college - as at UC and CSU - was heavily influenced, both in size and scope, by faculty demand" (Ibid, p.81). In the California community colleges, faculty development programs suffered from serious resource scarcities. .(and although faculty participation in planning, preparing, and providing many development services was a potential strength, . . .it was under-utilized" (Ibid, p.82).

In summary, faculty and staff development in California came under intense scrutiny in the 1980s. CPEC supported a major study and numerous organizations were formed to review the pattern of staff development activities on each campus and to make recommendations for statewide funding and coordination. These activities culminated in AB 1725's sections on funding for staff development.

SECTION II: CALIFORNIA ASSEMBLY BILL 1725

According to CPEC's "State Policy for Faculty Development in Higher Education" (1988) state policy makers in California "seek better information and policy recommendations for making decisions about budget requests from the state's public colleges to support faculty development"...(1988, p.1) As a result, in the 1986 Budget Act (Item 6420-011-001, the Legislature formed the California Faculty and Staff Development Policy Study in an effort to provide it and the Department of Finance with an overview of existing faculty development in California and other states.(1988, p.1) The Legislature charged CPEC with overseeing the study which was reported by Berman Weiler Associates (1987). This study was preliminary to the fundamental question of this report: "What faculty development activities should the state support, and how should it allocate this support (CPEC, 1988, p.11). The Commission recommended that specific staff development funds be allocated and that each campus assess the development needs and present a design for addressing those needs.

In 1988, Assembly Bill 1725 was approved for community college faculty and staff development. It is a landmark legislation to provide California community colleges with new direction and support. According to the Comprehensive Analysis of AB 1725 provided by the State Chancellor's

Office (1987), " the bill's reforms fall into eight areas: mission, governance, finance, new programs and services, affirmative action, employment policies, accountability, and conditions and appropriations for reform."

One of the first areas of funding, recognizing its importance to a crucial mission of AB 1725, the improvement of teaching, was an initial $5,000,000. appropriation under the New Programs category for Faculty and Staff Development. The initial allocation for 1988-89 allotted money at slightly over $7 per 1987-88 funded ADA. Conditions for receipt of funds include: establishment of an advisory committee (which must consist of representatives of faculty, administration, and classified staff), development of a human resource development plan, and the reporting of actual previous years expenditures in staff development.

Nine authorized uses of the funds were delineated in the legislation:

1. Improvement of teaching;
2. Maintenance of current academic and technical knowledge;
3. In-service training for vocational education and employment preparation programs;
4. Retraining to meet changing institutional needs;
5. Intersegmental exchange programs;
6. Development of innovations in instructional and administrative techniques and program effectiveness;
7. Computer and technological proficiency programs;
8. Courses and training implementing affirmative action and upward mobility programs; and
9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Gòvernors of the California Community Colleges.

ANALYSIS OF ACTIVITIES UNDER AB 1725

In order to determine the range and scope of activities being implemented under AB 1725 funding, and to provide a basis for preliminary recommendations to the State Chancellor's Office, the project team conducted several activities in the field. Ten colleges were visited and interviews conducted. A survey was addressed to the coordinators in all

the other California colleges. All the Human Development Resource Plans and expenditure reports submitted to the Chancellor's Office were reviewed. Reactions to a draft of this report were solicited and received from, among others:

California Community College Council for Staff Development Executive Council (3/19/90);
Institute of Instructional Improvement and Evaluation (3/90);
Academic Senate Executive Committee (2/9/90);
Academic Senate Faculty and Staff Development Committee (2/16/90);
California School Employee Association (February 5, 1990);
Chief Executive Officers Council (Invitational Meeting) (2/15/ 90);
Council of Chief Student Services Officers (2/16/90);
The Council of Chief Business Officers (2/9/90);
The Chief Instructional Officers Council (2/8/90 and 3/15/90)
The Professional Development Academy of CACC (1/31/90);
CACC Commission on Research, Subcomittee on Staff Development Evaluation (3/16/90);
CACC (California Association of Community Colleges) Board of Directors (3/22/90);
Open meeting at Long Beach City College (3/21/90);
Open meeting at San Mateo College (3/23/90).

College Visits

The ten colleges visited were chosen for their representativeness in terms of demographics, size, location, and the existence of any ongoing categorical, Flex Calendar, or grant project related to faculty and staff development. The following colleges were visited by the Project Team*:

College of the Redwoods	October 12, 1989
West Hills College	October 23, 1989
Long Beach City College	October 31, 1989
Fresno City College	November 8, 1989
Monterey Peninsula College	November 13, 1989
Saddleback College	November 28, 1989
San Diego City College	November 30, 1989
West LA College	December 6, 1989
San Francisco College and Centers	December 11, 1989
San Mateo College	December 12, 1989

*Kathleen Alfano of the Project Team and Judy Walters of the Chancellor's Office visited all ten sites. In addition, Arthur Cohen of the Project Team visited Long Beach City College, San Francisco, and San Mateo Colleges. Florence Brawer visited Long Beach City College and West LA College. Leslie Koltai visited College of the Redwoods, Saddleback, Monterey Peninsula, and San Diego City College.

The protocol at each site visit included:

1. A common 10 page interview form used with each individual and group at each college site (Appendix B);
2. Scheduled interviews at each site with:
   a. The College President (individual interview)
   b. The Faculty and Staff Development Coordinator (individual interview)
   c. The Staff Development Advisory Committee (group meeting)
   d. Group meeting including the Academic Senate President or designee and the representatives of classified and faculty unions
   e. Group or individual meeting with Project Directors of State Categorical or Grant programs related to staff development
   f. An open meeting at each site to invite comment from the college at large.

The college site visits yielded specific information about the conduct of staff development activities as follows:

Who is on the Staff Development Advisory Committee?

The guidelines called for representation by each constituent group: faculty, administrators, and classified. Each of the colleges has those groups represented.

Who selected the representatives?

Since colleges employed a variety of selection procedures, the numbers vary. The Academic Senate and the classified organizations usually made the selection but sometimes the constituent group held an election. The following groups or individuals were part of the selection process for their particular college: Senate (at 8 colleges); Faculty Union (1), President (7), Classified Organization (5), CSEA (4), Deans (2), and Division Chairs (1).

The size of the groups ranges from 8 to 27. One committee has 8 members, four have 9 members, and one each has 11,16,17,18,27.

Who are the Coordinators?

The Coordinators of Staff Development are all full-time college employees who have been assigned the coordination of staff development either as part of their job description or on a partial reassigned time basis. Their regular assignments are: Director of Personnel; Dean of Instruction (2) ; Dean of Research and Development; President; Dean of Academic Support; Instructor; Senate President; Director of Evening Campus; and Director of College and Staff Relations.

In the case of the two committees that had co-chairs, one has a pair of instructors and the other the Dean of Instruction and the Chair of the Academic Senate.

Who actually has the leadership role?

Because the CEO in each district has agreed in writing to accept and spend the AB 1725 Staff Development funds according to the specified guidelines, the CEO, acting for the district board of trustees, is the nominal leader.

However, the initial guidelines call for a local advisory committee to be comprised of representatives of the faculty, administrative, and classified staff. In some districts, this committee has taken on total responsibility for deciding how the funds are allocated; the CEO remains as the responsible designee of the legally liable board of trustees, but the committee is the actual leader. However, in two of the ten colleges visited, the president has not relinquished that role; in fact, in one of these colleges the president serves as the chair of the Staff Development Committee. In two other colleges, the Dean of Instruction makes the policy and allocation decisions. The coordinator, sometimes also acting as the Chair of the Faculty and Staff Development Committee, is most prominently in charge in three colleges and in one other, the co-chairs of the committee exercise that responsibility jointly.
In two colleges the president is actually in charge of staff development, while in two others, it is the Dean of Instruction. In three colleges the Coordinator has the leadership role. In one college the co-chairs of the committee exercise responsibility jointly. Thus, the actual leadership varies among the colleges and districts.

What staff development activities were underway prior to AB 1725?

The review of the literature and of the expenditure reports submitted by the colleges yielded information about staff development activities under way prior to AB 1725 funding. This information was corroborated and supplemented by the site visits. According to the site visits, few of the colleges had any systematic or democratic way for distributing any staff development funds. Funds available went to a variety of activities. Conference attendance, usually in the form of fee reimbursements, was available at five institutions. Three had faculty travel, sometimes for individuals, sometimes for groups. In two of the colleges the classified staff was not covered while two others had workshops for the classified. One college had staff development negotiated into the certificated collective bargaining agreement. In two colleges the part-timers or nontenured faculty were not covered. One college had tuition reimbursements. Two had speakers on campus. One had reassigned time. One had nothing at all before AB 1725..

What staff development activities are funded at present?

The answer was uniform across the colleges: everything they were doing before has been expanded with the addition of more activities that they could not fund in the past. One college had worked in sabbaticals that they had not previously been able to fund. Several colleges were able to expand their staff development activities to include part-time faculty and classified staff where they had previously been excluded. All were doing workshops on a variety of topics with outsiders called in or insiders conducting the workshops. In some cases the private sector was involved in workshop presentations.

About half the colleges had organized orientations for new staff and one had developed a program for mentoring new faculty. A listing of the types of additional activities includes: memberships in organizations; programs for classified; the Flex Calenders implemented; visits to other colleges; additional speakers on campus; a staff development newsletter; activities coordinated between campuses; additional conference attendance fees; materials purchased for instructional support; expanded travel; and faculty grants for special activities. The Survey of Staff Development Coordinators in Appendix A names additional activities.

What processes are used for allocating funds?

The process for allocating these funds is typically one of two ways: individual applications to the committee or the committee deciding in general on what to do. In the case of the staff travel and conference attendees, for example, individuals petition the committee. For orientation sessions and Flex Calender the committee decides on a general allocation of funds for those purposes.

All the colleges conducted a needs assessment . However, there was no uniformity in these assessments. The procedures varied, with some colleges following up needs assessments, others basing their priorities on any responses received. Some needs assessments were well-crafted and others relied on open-ended questions with little structure. Many were done unsystematically and when the results were in, only in a few cases were they related to the staff development allocation process.

In some cases the committee has the help of subcommittees. The committee develops a policy for applications and reviews individual proposals stemming from the staff. Most of the colleges have some forms that the committee has made available for individual requests but in one college, funds were not available unless individuals verbally or in writing petitioned the Dean of Instruction.

Technically, in all colleges, the president, as the legally responsible agent of the governing board, can approve or deny applications and in some cases, the president actually acts on this prerogative. However, more often than not the committee publicizes the availability of funds and notifies the staff as to the allocation process. In some cases the department chairs or the supervisors of classified staff package proposals coming from their unit. One college has effected an equal distribution of funds to the staff according to FTE. And one college's classified union has negotiated the allocation of one third of all staff development money to go to classified.

What evaluation measures are employed?

None of the colleges has a consistent, systematic way of evaluating the overall effect of the use of the funds. Most of them ask for self-reports whereby an individual who receives a grant for travel or conference attendance is expected to bring back a report.

Some of the coordinators collect such data as the number of participants in each workshop or seminar held on campus. Some of the colleges visited attempt to associate the individual reports or the reports of numbers of people attending the meetings with the nine authorized uses. When the team asked about specific measurable objectives that the committee might have for their staff development activities, for example: " Within three years eighty percent of the staff will be computer literate in one word processing program," their response was that they had not gotten to that level of analysis.

Which groups in the college are most affected by the staff development funds?

The single group that seems most immediately affected is the classified staff. This is due to the fact that there was very little money available to them prior to AB 1725.

Staff Development Survey

As a way of extending the information about staff development at each college, the Project Team sent an 11 item survey form in December 1989 to all the colleges that had not been visited. (N=97) Telephone follow ups were conducted on all 97 colleges in May 1990. The responses to the survey are included in Appendix A. 75 out of 97 (77%) of the colleges responded.

In summary, the results indicate that 28 percent of those directly responsible for on-campus staff development receive less than 25 percent reassigned time, while 35 percent receive between 26 and 50% reassigned time, and 21% receive over 50% reassigned time. This Coordinator is funded by district or college funding in 41 percent of the responding colleges, by AB 1725 funds in 16 percent, and by a combination of AB 1725 and district funds in 16 percent; 49 percent of the 75 colleges responding stated that the Staff Development Coordinator had less than one year in that job; and 48 percent of the Coordinators had less than one year of any experience in conducting staff development prior to that position.

The Faculty and Staff Development Committee makes all the decisions in allocating funds in 47 percent of the responding colleges; 29.3% evaluated each staff development activity and 20% evaluated overall staff development as well as by activity; 10.7% reported no evaluation; 16% reported a retreat for staff as the most popular activity; and 11% cultural diversity training.

Incentives for participating in staff development were: opportunity for personal growth (23 %), and good programs (22%). The most frequent suggestion to the Chancellor's Office regarding Faculty and Staff Development funding, training, or activities was more funding (19 out of 52 commenting).The greatest problems reported by the 75 respondents were no precedent to look at (20%), a lot of paper work (17%) and thinking of more than conferences (14%)

DIRECTIONS AND RECOMMENDATIONS

Through Assembly Bill 1725, the California Legislature has initiated an impetus to change and self-evaluation within the 107 California Community Colleges. The variety of forms that faculty and staff development has taken in these colleges show the wide range of interpretations such broad guidelines make possible. While desiring to keep the amount of regulations small, the Project Team would like to make the following observations and recommendations to allow the community colleges to maintain their local control and, at the same time, increase their ability to be accountable to the Legislature both for sound use of the money and for wise decisions about developing an effective Faculty and Staff Development program.

As the extensive literature review included in this report points out, there are recurring themes and lessons that past research into faculty and staff development can show California's Community Colleges as they embark on the task of redefining faculty and staff development. In general, the AB 1725 staff development authorization, funding, and activities have stimulated a renewed interest in this important aspect of community college operations. Although much staff development was underway in each district, the bill encouraged a reorganization of the activities. New committees were formed and coordinators appointed. Allocation procedures were strengthened. Administrators, classified staff, and faculty members were considered all together as each needed attention. The institutions' priorities were brought into focus. These processes have been undeniably useful in effecting more coherent educational plans.

At the same time, the authorization and resultant activities revealed certain shortcomings. The difference between individual and institutional goals and priorities was brought forward. The need for the colleges to strengthen their evaluation processes became apparent. And adhering to a distinct development plan while allocating funds equitably among constituent groups was not easily effected.

By way of assisting the transition to smoothly functioning Faculty and Staff Development activities statewide, the Project Team makes the following recommendations based on the 10 site visits, Human Development Resource Plans, responses to the written surveys returned and information received from the field:

Recommendation #1: Each college's Human Development Resource Plan should delineate the specific responsibilities and relationships of the staff development coordinator, the staff development advisory committee, the CEO, and the other concerned individuals and groups regarding setting priorities, allocating funds, and evaluating effect of the funded activities.

As the information from the site visits and surveys details, in most colleges the advisory committee has developed both the allocation procedure and the review process. Additional information regarding who the advisory committee is advisory to and the role of the CEO is not often available. In addition to presenting a possible problem as far as accountability for the use of the funds, the importance of the involvement of the president of the college in staff development planning has been cited in the literature as one of the most important elements for a successful staff development program. (Eble and McKeachie, 1985) The Human Development Resource Plan should show how all these relationships interact with the college's plan of organization.

Recommendation #2: The colleges should be encouraged to develop a stronger link between the authorized uses for AB 1725 and the needs assessment, allocation and policy-making process, and evaluation of staff development activities and programs.

The initial change recommended by the Project Team in July 1989 was the addition of one column on the 1988-89 version of the AB 1725-mandated Annual Expenditure report for Staff Development Funds. This column was added to reflect which of the nine Authorized Uses each expenditure represented. The Project Team recommends that the Chancellor's Office continue to require that each college and district report on the distribution of staff development funds by Authorized Use and that they encourage the districts and colleges to maintain local data on individual activities by Authorized Use to further accountability and evaluation activities.

Recommendation #3: A set of evaluation measures should be developed both to aid the evaluation of staff development activities and programs and to link staff development expenditures to measurable institutional outcomes.

The site visits, Human Development Resource Plans, and survey responses revealed the limited nature of staff development programs. In general, evaluation of faculty development programs has been sporadic and inconsistent. The lack of definitive criteria and impressions of college goals is one reason for this paucity of evaluation; another reason may simply be that while the activities are popular, educators historically have resisted attempts to associate activities with outcomes. As stated in the literature review at the beginning of this report, this lack of evaluative measures is an historic weakness of college staff development programs (Hekimian,1984).

The evaluation should focus on both formative and summative reports. The formative evaluation attends to the process of allocating funds, maximizing the number of participants, establishing institutional priorities, encouraging members of all constituent groups to participate. The staff development coordinator and the advisory committee lead in this evaluation.

Summative evaluation refers to the end product: what was achieved, what changes occurred in individual or institutional functioning. A group should be especially designated to conduct this type of evaluation. It can be a college committee other than the Faculty and Staff Development Advisory Committee or a group from outside the college. Either way, it should be done. Distinct conceptualizations of institutional and professional purpose would then lead to direct measurement of changes in the individuals and in the community that the institution and the profession purport to serve.

Recommendation #4: The Chancellor's Office should initiate and maintain a databank of staff development models and resources as a reference source for its colleges and its districts.

This need for model activities, instruments, and programs is essential to the Staff Development Coordinator making choices among the myriad faculty and staff development options. This resource would list, by consultant name and activity, each college that has used a consulting group or attempted a particular type of activity. This reference database would allow each college to request the names of colleges that could provide feedback on the usefulness of an activity or consultant and at the same time, allow the Chancellor's Office to disseminate information without prejudging a college's options.

During the site visits, in survey responses, and in telephone followup calls by the Project Team, the colleges requested information on good uses of their limited staff development funds. Each college visited had unique interpretations of the authorized uses that could be of use to their fellow colleges if disseminated. A listing of colleges that had cited specific activities has been included in the Field Guide.

Recommendation #5: The Chancellor's Office should encourage the development of a manual and periodic training activities for Staff Development Coordinators, advisory committees and administrators who are involved in the staff development process.

In the colleges surveyed, as in the site visits, the majority of the coordinators responding were in their first year in the position. The result of this was that most colleges visited were still developing allocation process and policy and only a few were actually at the stage of developing programmatic plans. In the site visits, most staff development coordinators did not know if they would be holding the position long term and expected their role to be rotated to another staff person on a yearly or biannual basis. Given this information, the Project Team recommends that the Chancellor's Office make available funds to train new staff development coordinators and new committee members, and funds to assist the Chancellor's Office staff in their responsibilities as coordinators of activities statewide.

Recommendation #6: The Chancellor's Office should periodically reevaluate its formula for allocating funds to institutions on an ADA basis to ensure that it does not unduly penalize the small or geographically isolated colleges. Furthermore, the Chancellor's Office should recognize the cost effectiveness of intersegmental and interdistrict activities by providing incentives for such linkages.

For the geographically isolated college, travel to meetings in other parts of the state costs considerably more than for other institutions. Since rural colleges or isolated colleges are usually the smallest, they are doubly penalized because they get only the minimum allocation of $5000. under staff development funds. In addition, the request that the state should fund a rural or small college consortium was raised more than once. While a consortium or united effort among the small colleges could

allow limited development dollars to be pooled, the field visits indicate that the limited nature of regular district funds for such an effort could make the fee for maintaining such a consortium prohibitive to the small college. The burgeoning of intersegmental and interdistrict staff development activities suggests that their economies and extended benefits should be encouraged.

Recommendation #7: Each college should have a process for coordinating staff development activities with funds available to the college and the district from all sources including (but not limited to): AB 1725, district funds, categoricals, grants, and foundation support. Staff development activities for all segments of the campus should take into consideration the ultimate goal of maximizing student learning.

The most effective outcomes of faculty and staff development activities can be realized when all activities are coordinated. Costs of single activities can be better controlled and institutional priorities can be more readily addressed. Planning and equitable distribution of funds can be made when funds from all sources are considered. As an example, the Flex Calendar can be related to institutional and staff development priorities.

The above points are suggested by the interviews conducted at the ten sites. These indicated limited knowledge by the Faculty and Staff Development Advisory Committee and Coordinator concerning resources other than AB 1725 funds for faculty and staff development activities. The administrative representative on the advisory committee should disseminate this information to the coordinator and committee to allow the most cost effective use of all funds available to the college. Where applicable, representatives of the other college and district staff development-related activities should also serve on the Faculty and Staff Development Advisory Committee to allow the efficient planning of development time and activities.

Recommendation #8: A follow-up study should be funded to review at least one, preferably two, full years of AB 1725 Staff Development funding to fully investigate its effectiveness and improve on its impact.

This report focuses only on the first half-year of funding of AB 1725 staff development funding in 1988-89. The site visits and survey were

conducted in the beginning of 1989-90 and therefore focus on the process of implementation that the colleges and districts were undertaking at that time. The important task of measuring impact on instruction, student learning, and institutional and staff effectiveness will come from study of the next two years of AB 1725 funding. This should be done periodically and consistently in order to discover effects over time.

Recommendation #9: The nine "Authorized Uses" of AB 1725 Faculty and Staff Development Funds should be reexamined.

The Nine Authorized Uses reflect the input of the legislation that was made by numerous constituent groups; therefore, they are uneven. The uses attend to at least three areas of intent: institutional needs; accommodating faculty, classified, and administrative personnel; and responding to individual staff members. "Improvement of Teaching", "Maintenance of Current Academic and Technical Knowledge", and "Development of Innovations", are listed separately with no indication of their obvious overlap. "Retraining to Meet Changing Institutional Needs" suggests an institution-wide awareness that may conflict with individual preferences. The category "Other" is a catchall that makes evaluation across institutions a precarious exercise.

The Nine Uses can be recast to reflect the three areas of intent: Institution; Staff; and Individual. The priorities of instructional modification, cultural diversity , computer proficiency, and the like can then be plotted under each of the three headings, with examples of how various activities enhance them. In that way, reporting on the use of funds would be made much more directly related to a specific "Authorized Use".

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APPENDIX A:
SURVEY OF STAFF DEVELOPMENT COORDINATORS

May 1990 Survey of Staff Development Coordinators

Table 1-A: Time Allocated To The Position Of Staff Development Coordinator:

Type of Responses	Number of Responses	% of Total
No position	11	15%
No additional	13	17%
1-25%	8	11%
26-50%	26	35%
51-75%	7	9%
76-100%	9	12%
No response	1	1%
TOTAL	75	100%

Table 1-B: How Position Of Staff Development Coordinator Is Funded:

Type of Responses	Number of Responses	% of Total
District or college funding	31	41%
Used AB 1725	12	16%
Both AB 1725 and district funds	12	16%
Did not pay coordinator	3	4%
No response	3	4%
No coordinator	8	11%
Grant from FII	5	7%
Part grant; part AB1725	1	1%
TOTAL	75	100%

Table 1-C: Number Of Years The Staff Development Coordinator Has Had Job:

Type of Responses	Number of Responses	% of Total
No position	9	12%
Less than or equal to 1 year	37	49.4%
Between 1 and 2 years	10	13.3%
Between 2 and 3 years	3	4%
Between 3 and 4 years	5	6.7%
Between 4 and 5 years	3	4%
Over 5 years	4	5.3%
No response	4	5.3%
TOTAL	75	100%

Table 1-D: Amount of Experience The Coordinator Had With Staff Development Prior To Appointment:

Type of Responses	Number of Responses	% of Total
None	29	39%
Between 1 month and 1 year	7	9.3%
Between 1 and 2 years	9	12%
Between 2 and 3 years	7	9.3%
Between 3 and 4 years	1	1.2%
Between 4 and 5 years	2	3%
Over 5 years	10	13%
"Average"	1	1.2%
No position	7	9%
No response	2	3%
TOTAL	75	100%

Table 1-E: Describing The Role The Staff Development Committee Plays In Allocating AB1725 Funds:

Type of Responses	Number of Responses	% of Total
Committee makes all decisions	35	47%
Makes recommendations to college districts or administrators	19	25.3%
Committee votes on general allocation. Subcommittees/Divisions actually allocate most of the money.	8	11.1%
Identifies purposes and divides funds	4	5.3%
No response	7	9.3%
President makes choices	1	1%
Committee makes limited decisions on certified but large role with classified	1	1%
TOTAL	75	100%

Table 1-F: AB 1725 Staff Development Funds On Campus Are Most Influenced By:

Type of Responses	Number of Responses	% of Total
Staff Development Committee	34	45.3%
Classified	1	1.3%
President	5	6.6%
Faculty	10	13%
Vice President Instruction	3	4%
Vice President Business	1	1.3%
Needs assessment survey	1	1.3%
Chair of advisory committee/coordinator	9	12%
Superintendent	1	1.3%
No response	5	6.6%
Faculty Development Committe	2	3%
District Staff Development Committee	1	1.3%
Shared responsibility	2	3%
TOTAL	75	100%

May 1990 Survey Of Staff Development Coordinators
Table 1-G: Priorities For The Allocation Of AB 1725 Funds Are:

Type of Responses	Number of Responses	% of Total
Travel/planning/grants/ speakers/orientations	16	21.3%
Workshops	4	5.35%
Staff recognition/mini-grants	4	5.35%
Retention	2	2.7%
Professional & personal development	1	1.3%
"See Human Development Plan"	1	1.3%
Instructional improvement	2	2.7%
Equal allocation of funds	4	5.35%
Compliance with AB 1725 plan	9	12%
Team building	1	1.3%
Part to campus wide, rest to divisions	4	5.35%
Enhance staff expertise	1	1.3%
Based on quality of program	1	1.3%
Based on needs questionaire	4	5.35%
No response	13	17.3%
"First come/first serve"	2	2.7%
By staff classification	4	5.35%
By Request for Proposals	2	2.7%
TOTAL	75	100%

Table 1-H: Does Process Differ for Staff Development Other Than AB 1725 Funded:

Type of Responses	Number of Responses	% of Total
No	35	47%
Yes	17	23%
Needs more faculty growth	1	1%
No response	15	20%
No other funds	7	9%
TOTAL	75	100%

Table 1-I: Evaluation Procedures Used On Faculty And Staff Development Activities + Programs:

Type of Responses	Number of Responses	% of Total
Evaluated activity by activity	22	29.3%
Evaluated activity by activity as well as Campus Wide	15	20%
No evaluation	8	10.7%
Narrative after activity	6	8%
No response	8	10.7%
End of year report only	10	13.4%
"Word of mouth only"	3	4%
Quantitative	1	1.3%
Outside evaluation	1	1.3%
Needs assessment only	1	1.3%
TOTAL	75	100%

May 1990 Survey of Staff Development Coordinators

Table 1-J: Most Useful Activity Funded Under AB 1725 To Date:

Type of Responses	Number of Responses	% of Total
Cultural diversity training	8	11%
Retreat for staff	12	16%
Retreat for staff development committee	3	4%
Faculty conference & travel	2	3%
Full time/part time partnerships	2	3%
Computer training	2	3%
Data acquisition training	2	3%
Flex calendar training	7	9.3%
Great Teacher's Seminar	2	3%
Adult Education Program	1	1%
Local Great Teacher's Seminar	4	5%
Instructional Skills Workshop	1	1%
Classroom Research Project	2	3%
Teaching Resource Center	3	4%
Classified Retreat	3	4%
Orientation for part time faculty	1	1%
Shared Governance retreat	1	1%
Team Building	2	3%
Working with Hispanic youth	1	1%
Customer Relations	1	1%
Development of Honor's Program	1	1%
Multicultural Society Workshop	3	4%
Governance and Communication	1	1%
Building Community	2	3%
Staff Resource Center	1	1%
Special project	1	1%
Collegial Administration Conference	1	1%
Purchases computer for faculty to take home	1	1%
Student success program	1	1%
No answer	3	4%
TOTAL	75	100%

Table 1-K: The Process For Allocation Of AB 1725 Funds To Your Campus From Your District Office Were (If Applicable):

Type of Responses	Number of Responses	% of Total
District determined allocation	14	19%
Use ADA or FTE	26	35%
No response	27	36%
Prorata basis	2	3%
Bases on account in finance office	2	3%
Credit ADA only	1	1%
Not sure	3	3%
TOTAL	75	100%

Table 1-L: Were Funds From AB 1725 1988-89 Allocation Carried Over?

Type of Responses	Number of Responses	% of Total
Yes	59	79%
No	8	10.5%
Not sure	8	10.5%
TOTAL	75	100%
If Yes, Reasons:		
Funds received so late	48	81%
No response	11	19%
TOTAL	59	100%

Table 1-M: Incentives for Faculty And Staff Participation In Staff Development Activities Are:

Type of Responses	Number of Responses	% of Total
Opportunity for personal growth	15	20%
Classified get release time	6	8%
Good programs	14	18.6%
Way of using the flex days	6	8%
Grants available for staff use	2	2.8%
In-service credit	2	2.8%
Flex Day credit	4	5.3%
Required	1	1.3%
Release time	4	5.3%
Flex days	4	5.3%
Food provided	1	1.3%
Paid stipend	3	4%
None	13	17.3%
No response		
TOTAL	75	100%

Table 1-N: Suggestions For The Chancellor's Office Regarding Faculty And Staff Development Funding, Training, Or Activities Are:

Type of Responses	Number of Responses (Some colleges have more than one response.)
More funding	19
Send directions for evaluation	4
Disseminate information of model programs	7
More formal sharing among colleges	3
Keep funding on regular basis	1
State-wide meeting	1
Funds for every college to have fulltime coordinator	3
Inform college early as to the level of funds	2
Continue to improve & expand leadership	1
Development evaluation/appraisal mechanism	2
Do not send funds through district offices, send directly to colleges	1
Less audit criteria	1
Make guidelines clearer	4
Simplify reporting	3

May 1990 Survey of Staff Development Coordinators

Table 1-O: The Single Greatest Problem A College Has Faced In The Staff Development Process Was:

Type of Responses	Number of Responses	% of Total
A lot of paper work	13	17.3%
Communication & working together	6	8%
Thinking of more than conferences	10	13.5%
Time and money	7	9.3%
No precedent to look to	15	20%
Apathy	1	1.3%
A lot of paper work to get money from the district office	1	1.3%
No response	10	13.5%
Board of Trustees don't support Staff Development	1	1.3%
Power struggles	5	6.6%
Not enough reassigned time	2	2.6%
Resistence to classified use of money	4	5.3%
TOTAL	75	100%

APPENDIX B:
INTERVIEW FORMS
FOR
SITE VISITS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____

QUESTION: WHO IS ON YOUR FACULTY AND STAFF DEVELOPMENT COMMITTEE AND HOW WERE THEY SELECTED?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____

QUESTION: WHO HAS THE LEADERSHIP ROLE FOR FACULTY AND STAFF DEVELOPMENT AT YOUR CAMPUS/DISTRICT? HOW LONG HAVE THEY BEEN DOING THIS? WHAT IS THEIR BACKGROUND/ INTEREST?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____
_____

QUESTION: WHAT FACULTY AND STAFF DEVELOPMENT ACTIVITIES HAVE YOU FUNDED IN THE PAST? (PRE AB 1725)?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES:
DATE: _____
INTERVIEW TEAM: _____

_____
_____
_____
_____

QUESTION: WHAT FACULTY AND STAFF DEVELOPMENT ACTIVITIES ARE YOU FUNDING AT PRESENT?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

TO WHICH AB 1725 AUTHORIZED USES DOES EACH OF THESE ACTIVITIES RELATE?

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____
_____

QUESTION: WHAT ARE YOUR PLANS FOR FACULTY AND STAFF DEVELOPMENT IN THE FUTURE?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE: _____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____
_____

QUESTION: WHAT IS YOUR PROCESS FOR ALLOCATING FACULTY AND STAFF DEVELOPMENT FUNDS?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____
_____

QUESTION: WHAT OUTCOMES/RESULTS/EFFECTS MEASURES ARE YOU COLLECTING? (Collect Material)

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EXPECTED OUTCOMES:

MOST DESIRABLE MOST LIKELY

LEAST DESIRABLE LEAST LIKELY

SPECIFIC OBJECTIVES: (E.G. WITHIN 3 YEARS, 80% OF THE STAFF WILL BE COMPUTER LITERATE)

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____
_____

QUESTION: WHAT IS THE RELATIONSHIP BETWEEN FACULTY AND STAFF DEVELOPMENT AND OTHER STATE FUNDS SUCH AS FII, FLEX CALENDAR, AND STAFF DIVERSITY?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES: _____
DATE: _____ _____
INTERVIEW TEAM: _____ _____
_____
_____

QUESTION: WHAT PROBLEMS HAVE YOU ENCOUNTERED OR DO YOU FORESEE?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

EVALUATION OF THE EFFECTIVENESS OF AB 1725 ON CALIFORNIA COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT

INTERVIEW SITE:_____ INTERVIEWEES:
DATE: _____
INTERVIEW TEAM: _____

QUESTION: WHAT ARE YOUR SUGGESTIONS AND COMMENTS?

PRESIDENT
ADVIS.COMMITTEE
COORDINATOR SD
ACAD.SEN./UNION
OTHERS

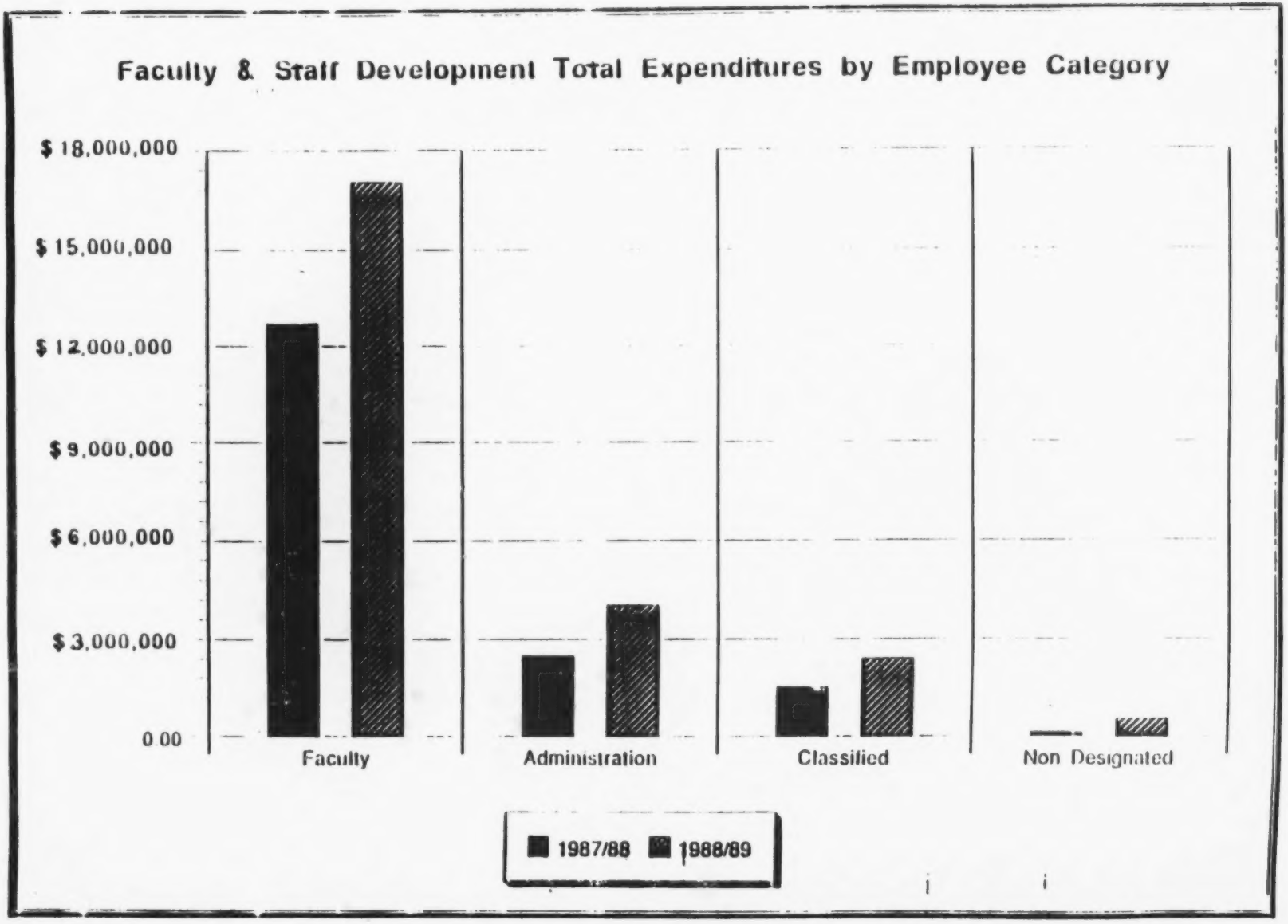
In your opinion, what groups in the college will be most affected?

FSD018

APPENDIX C:
ANALYSES OF EXPENDITURES

FINAL REPORT
OF
TOTAL AMOUNTS EXPENDED
BY SOURCE
FOR
FACULTY & STAFF
DEVELOPMENT

	1987/88		1988/89	
District	$14,848,986.34	87.81%	$18,413,409.36	76.49%
Categorical	1,035,521.38	6.12%	1,866,995.87	7.76%
Grants	1,009,156.00	5.97%	746,272.51	3.10%
Undesignated	15,973.05	.09%	364,020.82	1.51%
* AB 1725			* 2,588,595.22	10.75%
Other	16.65	01%	93,733.00	.39%
Grand Total	$16,911,302.42		$24,073,026.78	


Faculty & Staff Development Total Expenditures by Employee Category
$ 18,000,000
$ 15,000,000
$ 12,000,000
$ 9,000,000
$ 6,000,000
$ 3,000,000
0.00
Faculty
Administration
Classified
Non Designated
1987/88
1988/89

IN 1988/89 AB 1725 FUNDS WERE DISTRIBUTED WITH THE FOLLOWING AMOUNT OF PROGRAM USE FREQUENCIES

PROGRAM USES	CATEGORY	FREQ.	PERCENTAGE
1	Improvement of Teaching.	182	22.25%
2	Maintenance of Current Academic and Technical Knowledge and Skills.	145	17.73%
3	In-Service Training for Vocational Education and Employment Preparation Programs.	40	4.89%
4	Retraining To Meet Changing Institutional Needs.	104	12.71%
5	Intersegmental Exchange Programs.	4	.49%
6	Development Of Innovations In Instructional & Administrative Techniques & Program Effectiveness.	137	16.75%
7	Computer And Technological Proficiency Programs.	61	7.46%
8	Courses and Training Implementing Affirmative Action and Upward Mobility Programs.	26	3.18%
9	Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.	119	14.55%
	TOTAL	818	100%

*FREQ. = Frequency

FSD057

Note: Because of the comparatively small amount of expenditures for the two categories: 1987/88 Source-Other and 1987/88 Source-Undesignated, no graph was prepared. The expenditure data for those two categories follows:

1987/88 Summary Report of Faculty and Staff Development Activities by Source- Undesignated

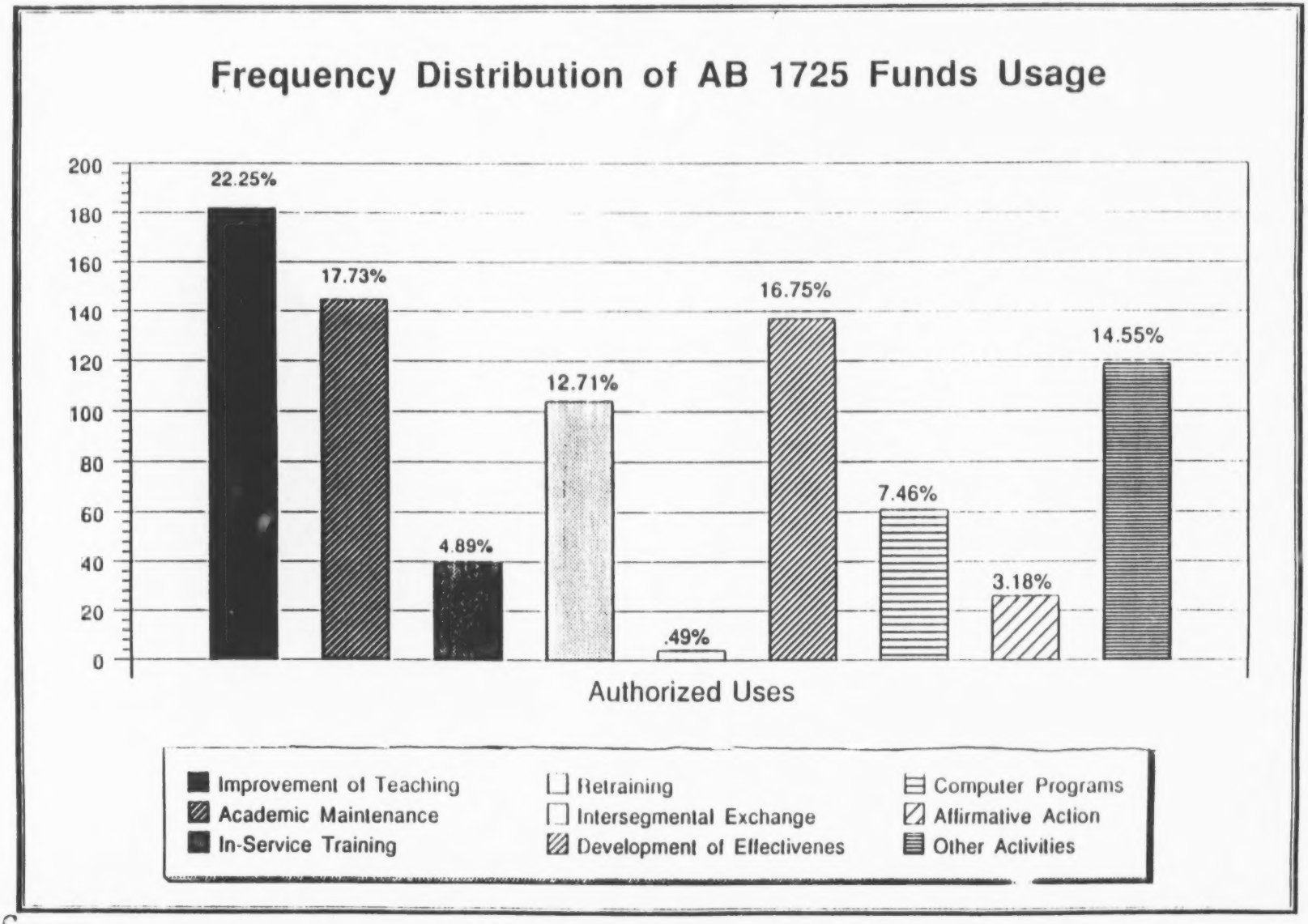
Total Amount = $15,973.05

Memberships	**80%**
Travel	**20%**

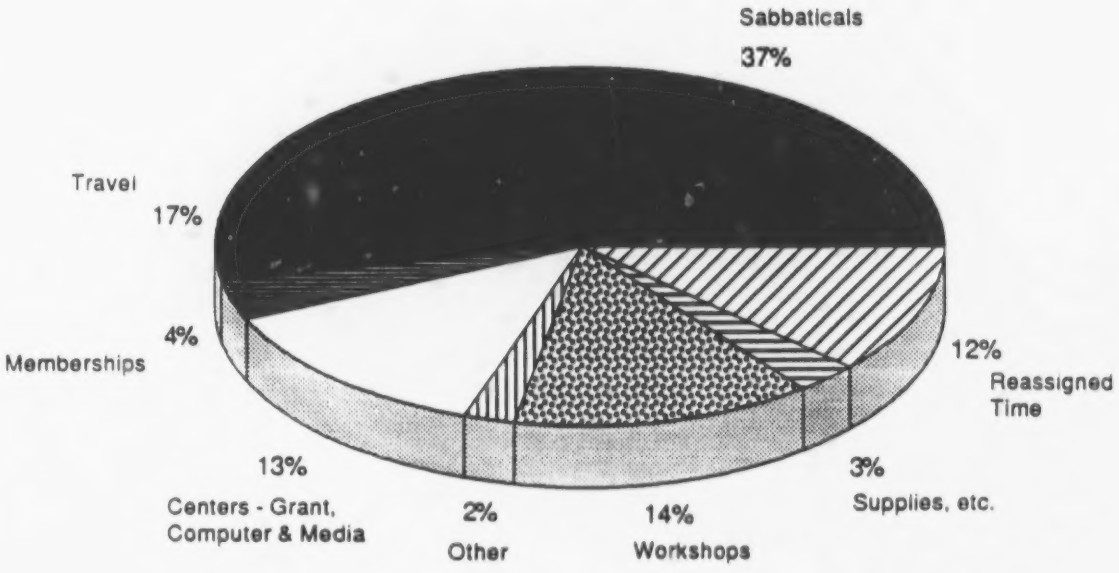
1987/88 Summary Report of Faculty and Staff Development Activities by Source- Other

Total Amount: $1,665.00

Travel	**100%**


Frequency Distribution of AB 1725 Funds Usage
200
180
160
140
120
100
80
60
40
20
0
22.25%
17.73%
4.89%
12.71%
.49%
16.75%
7.46%
3.18%
14.55%
Authorized Uses
Improvement of Teaching
Academic Maintenance
In-Service Training
Retraining
Intersegmental Exchange
Development of Effectivenes
Computer Programs
Affirmative Action
Other Activities

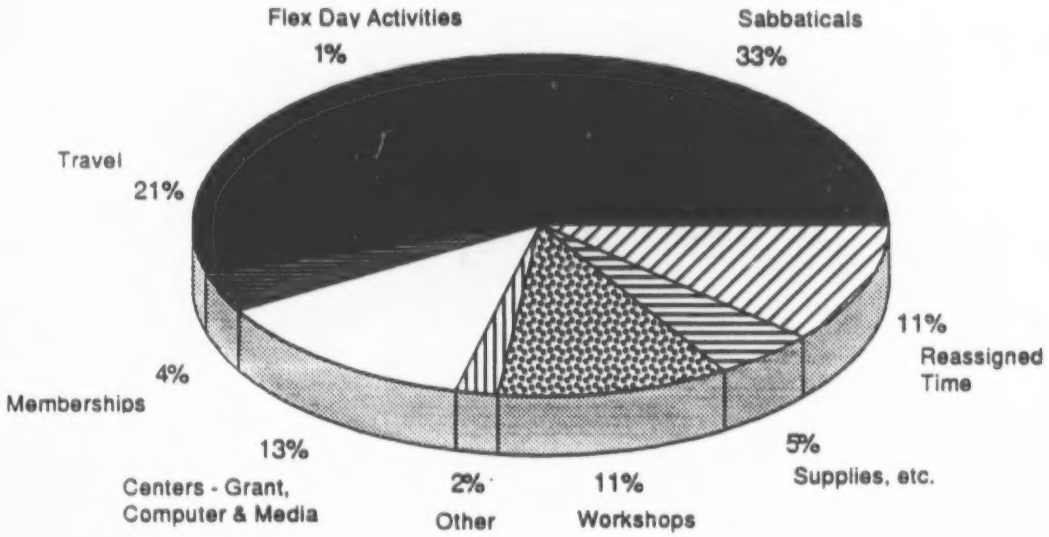
1987/88 Summary Report of Faculty and Staff Development Activities by Source - All Sources



Total Amount = $ 16,911,301.77

- Sabbaticals 37%
- Travel 17%
- Memberships 4%
- Centers - Grant, Computer & Media 13%
- Other 2%
- Workshops 14%
- Supplies, Tuition Reimbursement fees, Faculty Exchanges, Awards 3%
- Reassigned Time & Grants to Faculty 12%

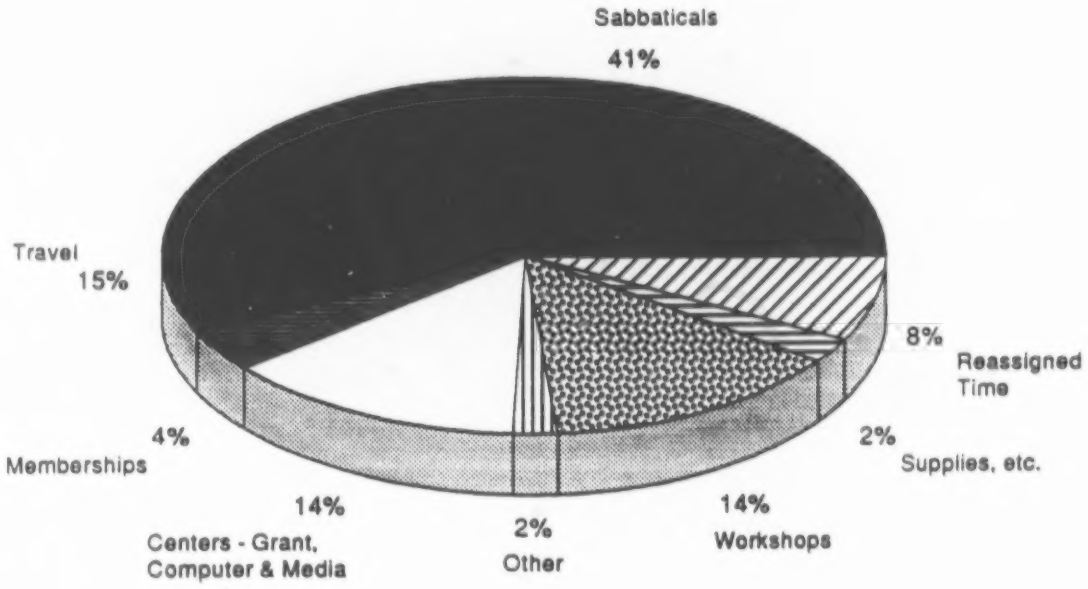
1988/89 Summary Report of Faculty and Staff Development Activities by Source - All Sources



Total Amount = $ 24,074,037.78

- Sabbaticals 33%
- Flex Day Activities 1%
- Travel 21%
- Memberships 4%
- Centers - Grant, Computer & Media 13%
- Other 2%
- Workshops 11%
- Supplies, Tuition Reimbursement fees, Faculty Exchanges, Awards 5%
- Reassigned Time & Grants to Faculty 11%

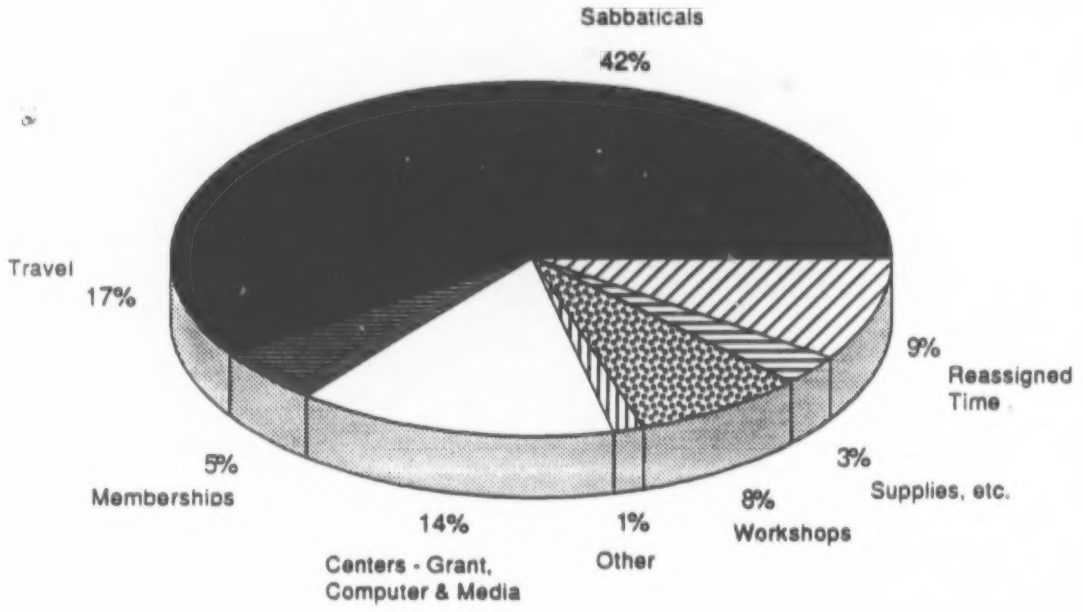
1987/88 Summary Report of Faculty and Staff Development Activities by Source - District Budget



Total Amount = $14,848,986.34

- Sabbaticals 41%
- Travel 15%
- Memberships 4%
- Centers - Grant, Computer & Media 14%
- Other 2%
- Workshops 14%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 2%
- Reassigned Time & Grants to Faculty 8%

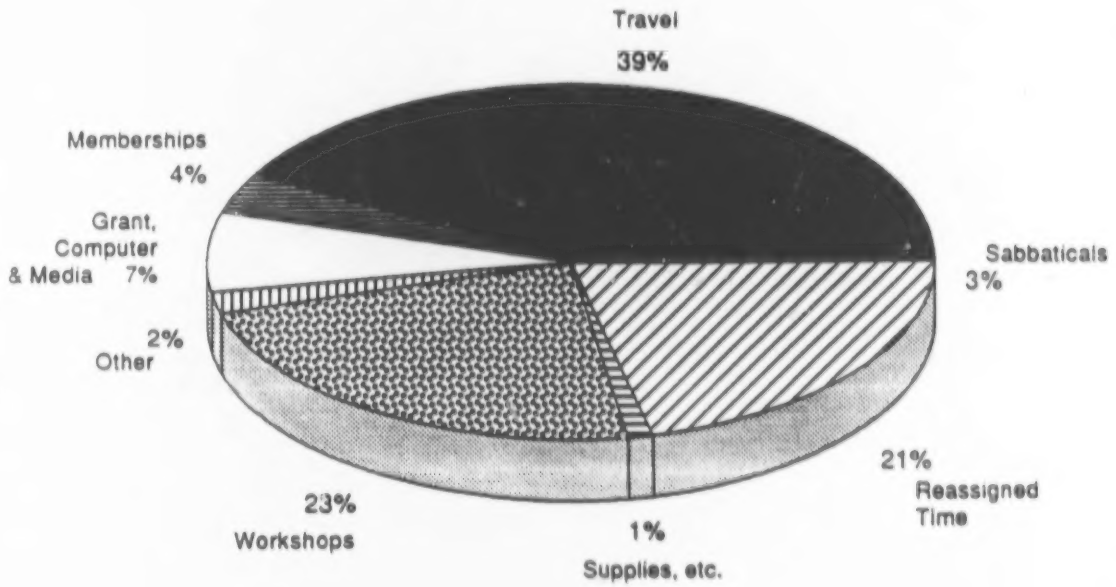
1988/89 Summary Report of Faculty and Staff Development Activities by Source - District Budget



Total Amount = $ 18,413,409.36

- Sabbaticals42%
- Travel 17%
- Memberships 5%
- Centers - Grant, Computer & Media 14%
- Other 1%
- Workshops 8%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 3%
- Reassigned Time & Grants to Faculty 9%

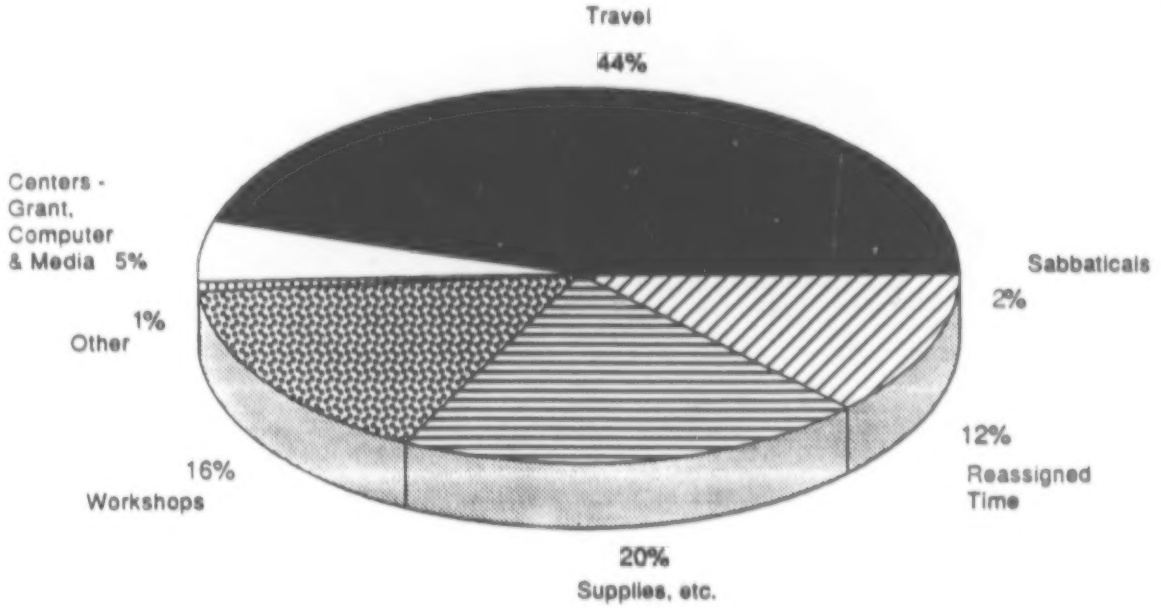
1987/88 Summary Report of Faculty and Staff Development Activities by Source - Categorical



Total Amount = $1,035,521.38

- Sabbaticals 3%
- Travel 39%
- Memberships 4%
- Centers - Grant, Computer & Media 7%
- Other 2%
- Workshops 23%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 1%
- Reassigned Time & Grants to Faculty 21%

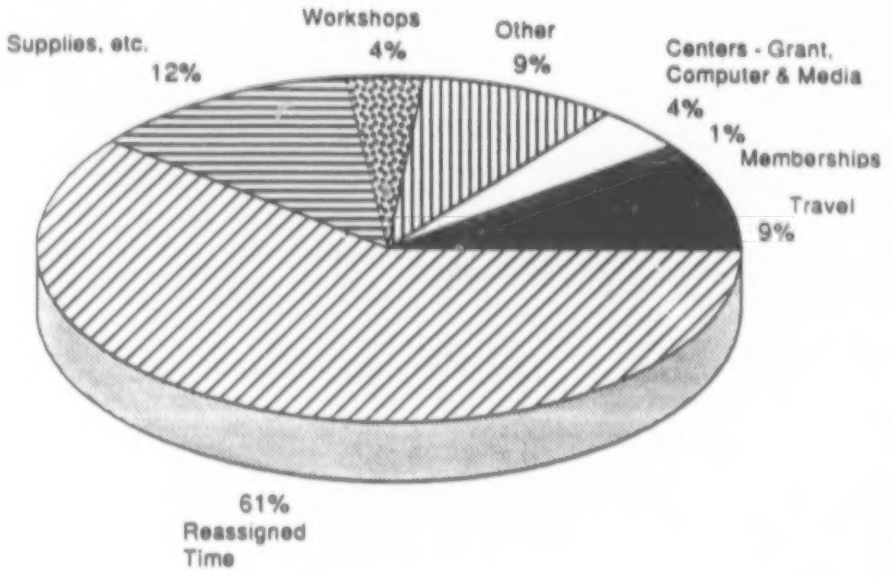
1988/89 Summary Report of Faculty and Staff Development Activities by Source - Categorical



Total Amount = $ 1,866,995.87

- Sabbaticals 2%
- Travel 44%
- Centers - Grant, Computer & Media 5%
- Other 1%
- Workshops 16%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 20%
- Reassigned Time & Grants to Faculty 12%

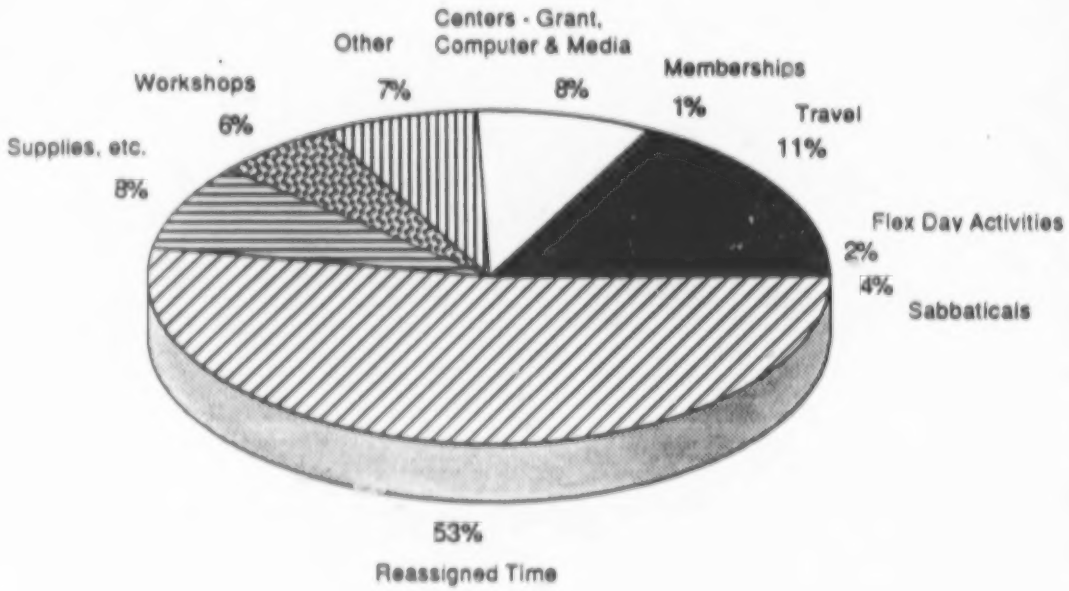
1987/88 Summary Report of Faculty and Staff Development Activities by Source - Grants



Total Amount = $1,009,156.00

- Travel 9%
- Memberships 1%
- Centers - Grant, Computer & Media 4%
- Other 9%
- Workshops 4%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 12%
- Reassigned Time & Grants to Faculty 61%

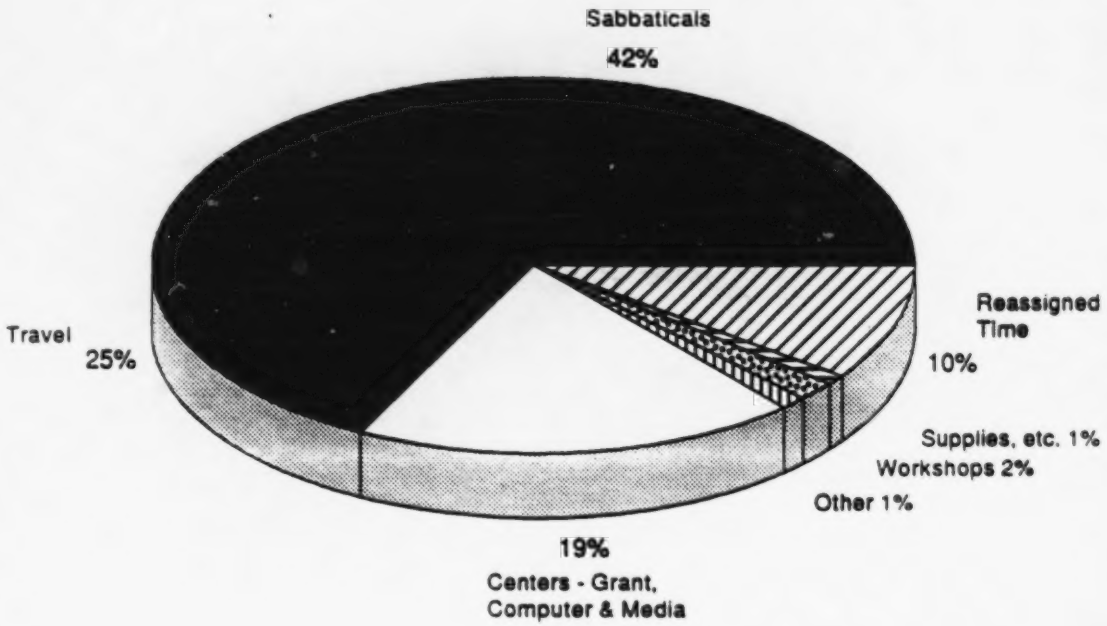
1988/89 Summary Report of Faculty and Staff Development Activities by Source - Grants



Total Amount = $ 746,272.51

- Sabbaticals 4%
- Flex Day Activities 2%
- Travel 11%
- Memberships 1%
- Centers - Grant, Computer & Media 8%
- Other 7%
- Workshops 6%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 8%
- Reassigned Time & Grants to Faculty 53%

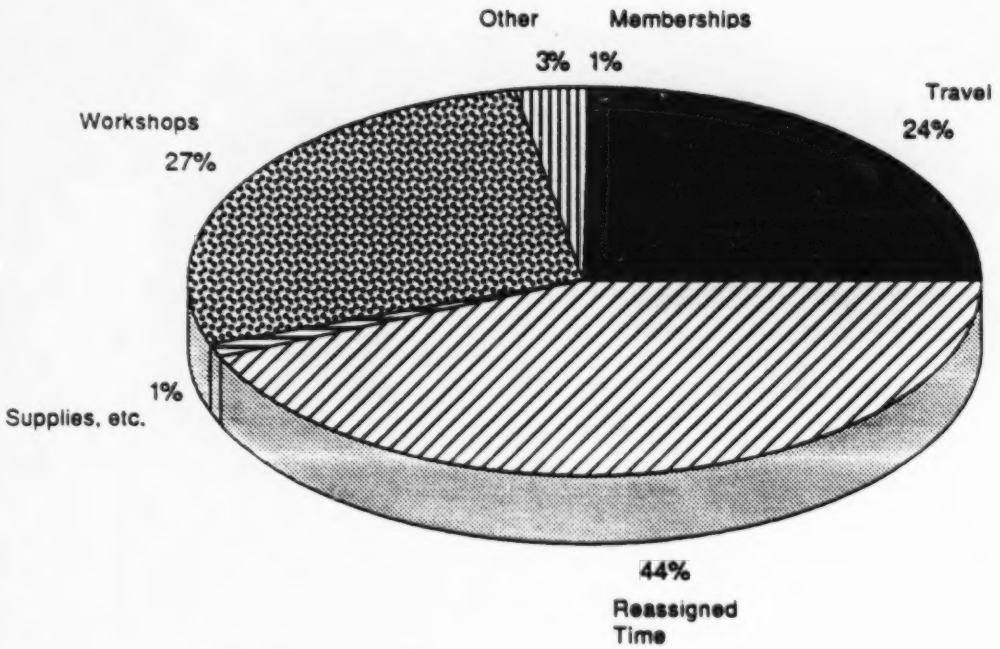
1988/89 Summary Report of Faculty and Staff Development Activities by Source - Undesignated



Total Amount = $ 364,020.82

- Sabbaticals 42%
- Travel 25%
- Centers - Grant, Computer & Media 19%
- Other 1%
- Workshops 2%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 1%
- Reassigned Time & Grants to Faculty 10%

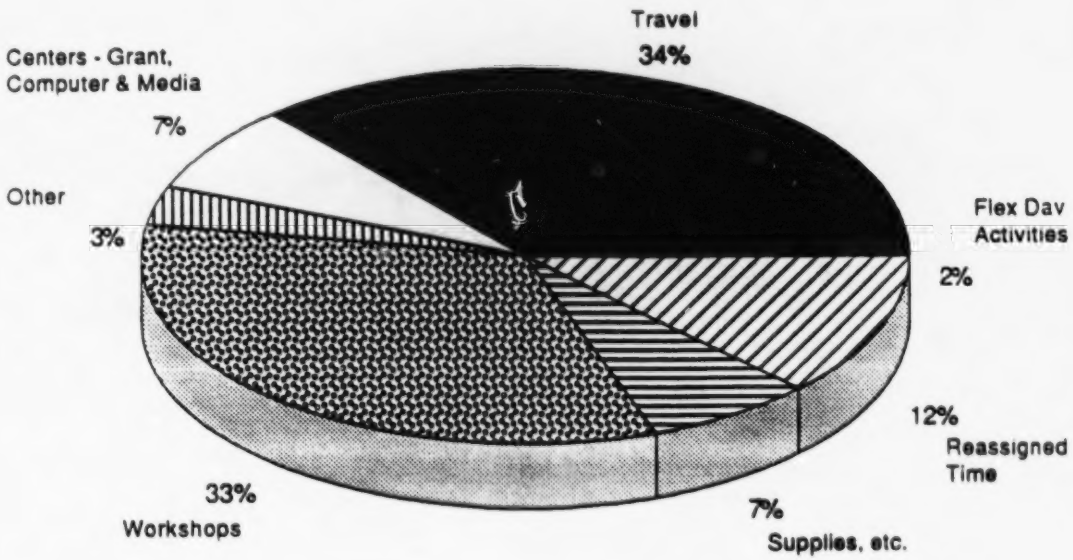
1988/89 Summary Report of Faculty and Staff Development Activities by Source - Other



Total Amount = $ 93,733.00

- Travel 24%
- Memberships 1%
- Other 3%
- Workshops 27%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 1%
- Reassigned Time & Grants to Faculty 44%

1988/89 Summary Report of Faculty and Staff Development Activities by Source - AB 1725



Total Amount = $ 2,588,595.22

- Flex Day Activities 2%
- Travel 34%
- Centers - Grant, Computer & Media 7%
- Other 3%
- Workshops 33%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 7%
- Reassigned Time & Grants to Faculty 12%

APPENDIX D: PARTICIPANT LIST FOR CONSULTATION FIELD COMMENTS

COUNCILS

Chief Executive Officers Council (Invitational Meeting) 2/15/90

Chief Instructional Officers 2/8/90 & 3/15/90

Chief Business Officers 2/9/90

Academic Senate Executive Council 2/9/90

Council of Chief Student Services Officers 2/16/90

Written Responses From

COLLEGES

American River - Sharon McCuen / Steve Epler 3/13/90

Chaffey College - Dr. John S. Caputo 2/13/90

Citrus College - Dr. Rita Burleigh 3/16/90

Cosumnes River College - Bud Hannan 3/26/90

Diablo Valley College - Arthur P. Dull 3/29/90

Glendale - Dr. John A. Davitt / Sharon Scull 3/90

Saddleback CCD - Richard Sneed 4/11/90

ORGANIZATIONS

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES (CACC)3/22/90

Ernest H. Berg, Interim Executive Director

PROFESSIONAL DEVELOPMENT ACADEMY OF CACC 1/31/90

CALIF. COMM. COLLEGE COUNCIL FOR STAFF DEVELOPMENT (4C/SD)

Executive Committee 3/19/90

Janet Barrows, Cosumnes River College

Lorraine Barry, College of Marin

Rita Burleigh, Citrus College

Dearsteen Langdon, Cerritos College

Donna Manno, El Camino College

Judy Markline, Allen Handcock College

Mike McHargue, Foothill College

Jo Sumner, Sierra College

CALIFORNIA ASSOCIATIONS OF COMMUNITY COLLEGES 3/16/90
Commission on Research, Subcommittee on Staff
Development Evaluation

Dr. Barbara Beno, President, Vista College
Margie Lewis, Dean, Long Beach City College
Dr. Rita Burleigh, Assoc. Dean, Citrus College

INSTITUTE FOR INSTRUCTIONAL IMPROVMENT & INNOVATION (3/90)

Mike McHargue, Foothill College

CALIF. SCHOOL EMPLOYEES ASSOCATION 2/5/90

Dave Low, Assist. Director Governmental Relations

ACADEMIC SENATE FACULTY & STAFF DEVELOPMENT COMMITTE
2/16/90

ERIC Clearinghouse for
Junior Colleges
JUL 27 1990